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ABSTRACT

This handbook on the advisory and decision-making aspects of parent involvement provides information and skill-building activities to help parents establish, maintain, and increase the effectiveness of parent advisory councils (PAC) for bilingual education programs in Massachusetts. Chapter 1 describes the legal background and the basic structures of bilingual parent advisory councils, and gives an overview of the three stages of development. Chapter 2, on establishing a PAC, includes information on building community suport, group member roles, needed communication skills, making meetings effective and interesting, necessary organizational tasks, and getting needed information and resources. Chapter 3, on maintaining a PAC, focuses on needs assessment, improving the group's effectiveness, the roles of school officials with whom the PAC will work, and techniques for communicating effectively with school administrators. Chapter 4, on increasing PAC effectiveness, deals with action planning and institutionalization of the PACs. Chapter 5 is a working resource guide for each local community. Each chapter includes a list of additional resources. (MSE)

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HANDBOOK
for
Transitional Bilingual Education
Parent Advisory Councils

by

Arlene C. Dannenberg

of the

Institute for Responsive Education

for the

Title VII SEA Technical Assistance Project

Bureau of Transitional Bilingual Education

Massachusetts Department of Education

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Table of Contents

ACKNOWLEDGEMENTS ix

INTRODUCTION

WHAT IS TRANSITIONAL BILINGUAL EDUCATION? 1

How Does Bilingual Education Help Language Minority Children? 1

WHAT IS PARENT INVOLVEMENT? 2

Is It "Normal" For Parents To Be Involved In Education Programs? 4

How Does Parents' Involvement Help Children? 4

How Does Parents' Involvement Help Parents? 4

HOW WAS THIS HANDBOOK DEVELOPED? 6

WHAT WILL THIS HANDBOOK DO? 6

ADDITIONAL RESOURCES 7

Research On Bilingual Education 7

Research On Parent Involvement 8

CHAPTER 1: PARENT ADVISORY COUNCILS 9

WHAT ARE PARENT ADVISORY COUNCILS? 9

What Are The Legal Requirements For Parent Advisory Councils In Transitional Bilingual Education Programs In Massachusetts? 9

Why Does The Massachusetts TBE Law Require Parent Advisory Councils? 10

TYPES OF BILINGUAL PARENT ADVISORY COUNCILS IN MASSACHUSETTS 10

STRUCTURE OF BILINGUAL PARENT ADVISORY COUNCILS IN MASSACHUSETTS 11

Membership 11

Leadership 11

Rules Of Order 12

Frequency Of Meetings 12

Role Of The PAC 12

LEVELS OF DEVELOPMENT 14

Level 1: Pre-Pac 14

Level 2: Establishing A PAC 14

Level 3: Maintaining An Established PAC 14

Level 4: Increasing PAC Effectiveness 15

Analyzing a Group's Level Of Development 15

ADDITIONAL RESOURCES 17
The Massachusetts Transitional Bilingual Education Law 17
Research On Parent Advisory Councils 17

CHAPTER 2: ESTABLISHING A PAC 19
BUILDING COMMUNITY SUPPORT 19
WHO ARE THE PRIMARY PEOPLE INVOLVED IN ESTABLISHING A PAC? 20
WHAT CAN HELP PAC MEMBERS TO FUNCTION TOGETHER AS A GROUP? 22
Roles Of Group Members 22
WHAT COMMUNICATIONS SKILLS WILL BE USEFUL? 24
Contacting Parents 24
Listening 27
Writing 27
WHAT HELPS MAKE INITIAL MEETINGS EFFECTIVE AND INTERESTING? 27
Motivation For Participation 28
Barriers To Participation 28
Time And Location 30
Seating Arrangements 30
The Agenda 30
Meeting Minutes 32
Order Of Business 32
Is The Group Ready For The Meeting? 32
WHAT ORGANIZATIONAL TASKS DOES THE PAC NEED TO DO? 32
Establishing Committees 34
Electing Officers 34
Defining And Clarifying The PAC's Role 35
WHAT INFORMATION WILL BE USEFUL? 35
Local TBE Program And School System Information 38
Organizations That Provide Information 38
WHAT RESOURCES WILL BE USEFUL? 39
WHAT PROBLEMS CAN BE EXPECTED? 40
WHAT HAS HELPED OTHER PAC'S TO BE SUCCESSFUL AT THIS LEVEL? 41
ADDITIONAL RESOURCES 41
Building Community Support 41
General Information 41
Meeting Resources 42

CHAPTER 3: MAINTAINING AN ESTABLISHED PAC 43

NEEDS ASSESSMENT 43

WHO IS INVOLVED IN RUNNING THE PAC AT THIS LEVEL? 44

HOW CAN THE PAC IMPROVE ITS ABILITY TO FUNCTION AS A GROUP? 44

Developing Leadership 44

Understanding Each Other's Values 45

Resolving Conflict Within The PAC 48

HOW CAN THE PAC CONTINUE TO MAKE MEETINGS INTERESTING AND WELL ATTENDED? 49

The Chairperson's Role 49

Subjects Of Interest To Parents 50

Social Activities 50

Meeting Evaluation 50

WHAT ORGANIZATIONAL TASK DOES THE PAC NEED TO DO? 51

By-Laws 51

WHAT TASKS WILL BE ASKED OF THE PAC? 56

Letter Of Intent 56

The TBE Program Plan 57

WHAT INFORMATION WILL BE USEFUL? 58

Information Available From Students 59

Information Available From The Local School System 59

Information Available From The Bureau Of Transitional Bilingual Education, Massachusetts Department Of Education 59

Information Available From Local And National Resource Institutions 60

WHAT COMMUNICATION SKILLS WILL BE USEFUL FOR GATHERING INFORMATION? 60

Questionnaires 60

Interviewing 64

Observation 65

Presenting Information In Usable Form 65

WHO ARE THE SCHOOL OFFICIALS WITH WHOM THE PAC WILL WORK? WHAT DO THEY DO? 67

The School Committee 67

The Superintendent 67

The Program Director Or Coordinator 67

Building Principals 68

Teachers 68

HOW CAN THE PAC WORK BEST WITH SCHOOL SYSTEM ADMINISTRATORS? 68

WHAT RESOURCES WILL BE USEFUL? 71
WHAT PROBLEMS CAN BE EXPECTED? 71
WHAT HAS HELPED OTHER PAC'S TO BE SUCCESSFUL AT THIS LEVEL? 72
ADDITIONAL RESOURCES 72
Needs Assessment 72
Group Function 73
Sources Of Information 73

CHAPTER 4: INCREASING PAC EFFECTIVENESS 75
ACTION PLANNING AND INSTITUTIONALIZATION 75
WHAT PLANNING SKILLS WILL BE USEFUL? 76
Setting Goals 76
Developing Realistic Expectations 76
Developing A Plan 80
WHAT COMMUNICATION SKILLS WILL BE USEFUL? 80
News Releases 81
Public Service Announcements 81
Community Newsletters 81
Workshops For Parents 88
HOW CAN THE PAC IMPROVE ITS EFFECTIVENESS? 88
WHAT TASKS WILL BE ASKED OF THE PAC? 88
The Annual Review 88
Meeting With The School Committee 90
WHAT RESOURCES WILL BE USEFUL? 90
WHAT PROBLEMS CAN BE EXPECTED? 90
WHAT HAS HELPED OTHER PAC'S TO BE SUCCESSFUL AT THIS LEVEL? 91
ADDITIONAL RESOURCES 91
Planning 91
Using The Media 92

CHAPTER 5: THE LOCAL PAC 93

APPENDICES 105
APPENDIX A. NATIONAL RESOURCE ORGANIZATIONS 107
APPENDIX B. NATIONAL BILINGUAL EDUCATIONAL ORGANIZATIONS 113
APPENDIX C. MASSACHUSETTS RESOURCE ORGANIZATIONS 117
APPENDIX D. MASSACHUSETTS DEPARTMENT OF EDUCATION 119

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- Carmen Pola, Citywide Parent Advisory Council, Boston Public Schools,

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State Department of Education

Arizona

State Department of Education
Programa Bilingue de Mesa Community College

California

State Department of Education

San Diego County Department of Education

San Mateo County Department of Education

Systems Development Corporation, Santa Monica

Florida

Parents Can Be Tutors Project, Center for Latino Education, Florida International University

The Parent Center, Miami-Dade Community College

Indiana

State Department of Education

New York

State Department of Education

Oregon

Salem Public Schools

South Dakota

State Department of Education

Washington

State Department of Education

The combined efforts of all those listed above made the work a great deal easier and very enjoyable.

ACD

Introduction

WHAT IS TRANSITIONAL BILINGUAL EDUCATION?

Bilingual education is a teaching/learning program through which limited English proficient (LEP) children receive instruction in both their native language and in English. Bilingual education programs are available to limited English proficient children in many states throughout the nation.

In Massachusetts, a Transitional Bilingual Education law (often referred to as Chapter 71A) was passed in 1971. According to this law, school committees in local communities are required to provide Transitional Bilingual Education programs (hereafter called TBE programs) for children of limited English proficiency. In a TBE program, the language of instruction in all required courses is the child's native language. As the child becomes more proficient in the use of English, the more English is used as the language of instruction. The law has three major objectives:

- Development of the child's reading and writing skills in the child's native language;
- Development of the child's oral comprehension, speaking, reading and writing skills in English; and
- Development of the child's understanding of the history and culture of both the native land and the United States.

The law requires that TBE classes be composed of students of approximately the same age and educational levels.

How Does Bilingual Education Help Language Minority Children?

Recent research on the intellectual development of bilingual and language minority children indicates that a child's well developed understanding of his native language is one of the child's most important tools for learning. Children who continue to develop their intellectual and linguistic skills in their native language will have better opportunities to be successful in school. This applies to both their understanding of general subject matter and to their eventual mastery of English. A strong foundation in

the native language helps a child to learn. For those who would like to know more about this research, the titles listed under bilingual education research at the end of this introduction may be helpful.

The use of the native language in school reassures children that their language and culture are valued. The knowledge that the native culture is rich and valuable will help language minority children to develop a healthy self-concept. A healthy self-concept is fundamental to a child's ability to learn. It will also help children to understand and appreciate both of the cultures that will be vital parts of their lives.

Bilingual education offers language minority children these and many other benefits. A summary of possible benefits is provided on the top of the facing page (p.3). The summary can be reproduced as a handout for parents in the community.

WHAT IS PARENT INVOLVEMENT?

Basic forms of parent involvement are described below:

1. Assistance/instruction to children means a parent's direct involvement in instructing children either at home or in school. Sometimes parents help teachers instruct children in the classroom. More often, parents help children to understand and complete homework assignments, or to learn something that isn't taught at school. Parents are their children's primary teachers. Parents teach their children before they ever go to school, and continue to do so after children start school.

2. Home-school communication is the flow of information between the school and the home. This can be information that the school provides to the home — usually about school programs, or information that the child and family provide to the school.

3. Program support refers to volunteer services that parents provide to schools and school programs. These services are usually provided for economic, political or moral support. Some examples are food sales and international dinners.

4. Parent training activities are usually workshops or materials that schools provide for parents to help them develop skills such as teaching children, understanding child development, and planning community meetings.

5. Advising usually occurs through parent councils. Parent groups meet together to consider school issues, and then make recommendations to school and program officials.

6. Shared decision making also usually occurs through parent councils. Parent groups share in the decision making process with school and program officials.

Benefits That Bilingual Education Can Offer Language Minority Children

1. Increased learning:
   - Uninterrupted development of basic intellectual skills.
   - Greater success in learning subject matter.
   - Greater success in learning English.
2. Healthy self-concept.
3. Healthy adjustment to understanding and appreciating the bicultural/multicultural environment in which they will live.
4. Avoids the common problem of mislabeling a child as "retarded" due to language differences.
5. Many career opportunities available only to bilingual individuals.

Effects of Parent Involvement on Student Achievement*

1. Families provide the child's most important learning environment.
2. Parent involvement in almost any form can improve student achievement.
3. When parents show a strong interest in their children's schooling, they promote the development of attitudes that are a key to achievement. These attitudes are more a product of how the family interacts than of its social class or income.
4. Where parents can play significant roles as paraprofessionals, decision makers, tutors, volunteers, observers, or learners themselves, student achievement seems to vary directly with the level of parent involvement.
5. The degree of parent and community interest in quality education is the critical factor in explaining the impact of the high school environment on the achievement and educational aspirations of students.
6. High achievers are more likely to have active, interested, and involved parents than low achievers.
7. Children whose parents are most involved make the greatest gains.
8. The form of parent involvement does not seem to be critical.
9. What is critical is that parent involvement be well-planned, comprehensive, and long lasting. One-time public relations campaigns seem to have little effect.

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* Source: Summarized from Parent Participation - Student Achievement: The Evidence Grows, Henderson, Anne (Ed.). Columbia, MD: National Committee for Citizens in Education, 1981.

Is It "Normal" For Parents To Be Involved In Education Programs?

What is "normal" varies in different countries and for different people. In many of the nations students come from, it is considered proper for parents to leave all educational matters to teachers and school professionals. In others, parents are expected to be actively involved.

In the United States, many parents have historically been involved in their children's education, both formally and informally. In the past 20 years, community groups have demanded and gained greater legal access to school decision making processes. This has usually happened through the establishment of parent advisory councils.

Many parents in the United States consider their involvement to be both normal and appropriate. Many consider it a very important responsibility. Parents from countries where this is not a common pattern may be surprised that other parents, teachers, and school officials expect them to take a more active role in their children's education.

How Does Parents' Involvement Help Children?

In a recent publication, the National Committee for Citizens in Education reported on the findings of two dozen research studies about parent involvement. All of these studies clearly point to the conclusion that parent involvement in almost any form can improve student achievement. The important conclusions of the report are summarized in the chart on the bottom of page 3. It may be useful to reporduce this page for distribution to the parents in the community or PAC group. Additional sources of information on parent involvement are listed at the end of the introduction.

How Does Parents' Involvement Help Parents?

Parents' rights to be involved in their children's education in the United States go beyond their potential effect for students' achievement. An essential component of a democratic society is the right of citizens to participate in the governing of its institutions. Parents have a right to be involved in the governing of school programs.

Parents may also find that their involvement will offer them opportunities to learn new skills and to gain greater self-confidence which may be invaluable in their own personal development and the development of job skills.

The Parents' Bill of Rights on the facing page (p. 5) may be a useful reference for the parents in the group.

Parents' Bill Of Rights

EVERY PARENT HAS THE RIGHT TO:

1. Be treated with courtesy by all members of the school staff.
2. Inspect his or her child's cumulative record and remove or correct any false or misleading statements in conformity with current guidelines established by the state and Federal governments.
3. Visit schools and classes after notifying the principal and in accordance with guidelines which establish the rights of parents, while protecting the rights of teachers.
4. Be informed of academic requirements of any school program.
5. Be informed of school policies and adminitrative decisions.
6. Be informed of approved procedures for seeking changes in school.
7. Be informed of all programs in special education.
8. Appeal the placement, in accordance with established guidelines, of his or her child in a special education class.
9. Expect that every attempt will be made by school personnel to insure the reciept by parents of important news and messages from school.
10. Participate in meaningful parent-teacher conferences to discuss his or her child's school progress and welfare.
11. Reasonable protection for his or her child from physical harm while under school authority.
12. Organize and participate in organizations for parents only.
13. Assistance from school personnel to further the progress and improvement of his or her child, which includes, but is not limited to, counselling, tutorial and remedial programs, as well as information about academic and psychological services within and without the school district.
14. A full day of education for his or her child within the legally defined number of hours and days.
15. Participate in planning and scheduling whenever shifts are necessary.
16. To be informed of the procedures, data and information required to properly select and assign adminstrators, principals, and faculty.
17. To be informed of the services and data that enable administrators and principals to properly carry out their functions, powers and duties.
18. Assist in the interviewing and selection of principals.
19. Participate in faculty evaluation under agreed upon guidelines approved by the Board, recognizing that the responsibility for final evaluation rests with the principal.
20. Be respected as an individual, regardless of race, creed, national origin, economic status, sex or age.
21. A grievance procedure with the right of judicial appeal.

Source: The Parents' Bill of Rights, Parents Union for Public Schools in Philadelphia, 401 N. Broad Street, Philadelphia, Pennsylvania 19108

HOW WAS THIS HANDBOOK DEVELOPED?

The content of this handbook is based on information from three major sources:

- Research conducted and materials developed on parent advisory councils throughout the United States;
- Field visits with several TBE parent advisory councils in Massachusetts; and
- The suggestions and recommendations of an advisory task force composed of individuals who have extensive experience with Massachusetts TBE programs and parent advisory councils.

A nationwide search for research on parent advisory councils and materials prepared for parent involvement was conducted by the Institute for Responsive Education. The information gathered in this search provides a background of national experience as to what practices have been most successful for bilingual parent advisory councils.

Site visits to bilingual parent advisory council meetings in several Massachusetts communities were also made. Parents discussed their experiences, successes, problems, and training needs with staff who developed this handbook. Information gathered from these site visits helped to determine appropriate content for the handbook.

A dedicated advisory task force composed of members with extensive experience in parent involvement in Massachusetts TBE programs also helped to shape the handbook. The task force assisted in planning the site visits and in designing research instruments. Additionally, the task force served as an editorial board in reviewing initial drafts of the handbook. Members' comments and recommendations were vital to the refinement of the final product.

WHAT WILL THIS HANDBOOK DO?

This handbook will focus on the advisory and decision making aspects of parent involvement. Specifically, the handbook will provide information and skill building activities which will help parents to establish, maintain, and increase the effectiveness of parent advisory councils for bilingual education programs in Massachusetts. Other categories of parent involvement described in this section will be discussed as they pertain to parent advisory councils, the issues that councils think about, and the activities that councils do.

Chapter I describes the legal background and the basic structures of bilingual parent advisory councils as they exist in Massachusetts. Additionally, the chapter describes three stages of development:

- Establishing a parent advisory council;
- Maintaining an established parent advisory council; and
- Increasing parent advisory council effectiveness.

The chapter also provides a checklist to help groups determine their own level of development.

Chapters 2, 3 and 4 each provide more information about one of the levels suggested in Chapter 1. Each of these chapters is organized in the same manner. For each stage, a central theme or focus is suggested. Information, activities and checklists which will help to build planning, communication and other skills that relate to the chapter's theme are provided. These are presented in a format that can easily be reproduced so that they can be used as handouts.

While many activities are provided, not all will fit the needs of every group. Readers are encouraged to select the materials which are most appropriate for their own groups and their current and developing needs.

Each chapter concludes with a reference list entitled "Additional Resources". In these sections, readers will find information about where and how to obtain other related material.

Chapter 5 is a working resource guide for each local community and a place to collect specific information about the local parent advisory council.

ADDITONAL RESOURCES

Research on Bilingual Education

Four misconceptions about language proficiency in bilingual education. Cummins, James. NABE Journal. Spring, 1981, V. 5, No. 3, pp. 31-46. Available from:

The National Association for Bilingual Education
1201 16th Street, N.W., Room 415
Washington, D.C. 20036

Empirical and theoretical underpinnings of bilingual education. Cummins, James. BOSTON UNIVERSITY JOURNAL OF EDUCATION, Winter 1981, V. 163, No. 1, pp. 16-29. Available from:

The Boston University Journal of Education
Boston University School of Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Bilingualism and cognition: Some recent findings. Duncan, Sharon E. and De Avila, Edward A. NABE JOURNAL, Fall 1979, V. 4, No. 1, pp. 15-50. Available from:

The National Association for Bilingual Education
1201 16th Street, N.W., Room 415
Washington, D.C. 20036

Research Evidence for the Effectiveness of Bilingual Education. Troike, Rudolph. ($1.50) Available from:

The National Clearinghouse for Bilingual Education
1300 Wilson Boulevard, Suite 32-11
Rosslyn, Virginia 22209

Research on Parent Involvement

Citizen Participation in Education: Annotated Bibliography. Second edition, Don Davies and Ross Zerchykov. January 1978, 386 pp. Annotations of over 839 books, reports, and articles organized and cross-referenced around topics such as minority perspectives, community education, educational alternatives, and areas of citizen participation — budgets, desegregation, curriculum, collective bargaining, school councils, and child advocacy. Special section includes annotations of handbooks, manuals, bibliographies, and other reference works. ($15.00) Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Parent Participantion - Student Achievement: The Evidence Grows. 1981. Edited by Anne Henderson. A summary of research studies relating to the effects of parent involvement on student achievement. ($3.25 plus $1.00 postage and handling.) Available from:

The National Committee for Citizens in Education
410 Wilde Lake Village Green
Columbia, Maryland 21044

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Chapter 1

Parent Advisory Councils

WHAT ARE PARENT ADVISORY COUNCILS?

Parent advisory councils (hereafter called PAC's) are elected groups of parents who advise school officials about issues and practices of a school or school district.

What Are The Legal Requirements For Parent Advisory Councils In Transitional Bilingual Education Programs In Massachusetts?

Chapter 71A, the Transitional Bilingual Education law in Massachusetts, requires local school districts to establish bilingual PAC's. The regulations state that:

- "Each school district operating a TBE program shall establish a parent advisory council (PAC). The PAC shall be comprised of parents of children of limited English proficiency enrolled in TBE programs. The PAC shall have at least five (5) members including one or more representatives from every language group in which TBE is conducted in the district. Members of the PAC shall be selected in a manner which fairly represents the views of parents of children in TBE programs.

- The PAC shall meet regularly with school officials and at least once annually with the school committee to participate in the planning, development, and evaluation of the district's TBE program. Members of the PAC shall have access to TBE program records.

- The PAC may appoint subcommittees (sub-PAC's) for different language groups and/or schools participating in the district's TBE program.

- Plans for TBE programs must be submitted in advance to the chairperson and each member of the PAC.

- Parents of children of limited English proficiency enrolled in TBE programs who are members of Title I PAC's shall be eligible to participate on PAC's established under Chapter 71A."

Why Does the Massachusetts TBE Law Require Parent Advisory Councils?

The Massachusetts TBE law requires parent advisory councils because:

- "It is a fundamental right of parents in a democratic society to participate in the educational process of their children.
- The involvement of parents and community members provides support for the implementation of educational programs.
- When administrators, teachers, parents and community members participate on an equal footing, working cooperatively, communication is improved and a better educational program is thus obtained.
- Parents and community members willingly participate in the educational process when they become aware of the educational needs of their children, and are able to contribute to this process.
- Research and the experience of those involved in school-community activities indicates that parental involvement produces positive effects."

Other sources of information about the Massachusetts TBE law are listed at the end of this chapter.

TYPES OF BILINGUAL PARENT ADVISORY COUNCILS IN MASSACHUSETTS

Bilingual PAC's in Massachusetts are generally organized at the school district level. This means that PAC's usually work with and advise staff of the school district's TBE program rather than a program or staff at a specific school. While Sub-PAC's may be formed for individual schools, the more common practice, especially in small school districts, is for a PAC to be organized at the district level. Representatives from sub-PAC's are elected to serve on a Master PAC, which is usually a multi-language PAC.

The type of PAC that is needed varies with the type and needs of the community. Large cities with several language groups need more complex PAC structures than do small communities with only one language group.

Usually a PAC is comprised of members of the same language group from the same school district. Usually one PAC of this nature is sufficient for small communities with only one language minority group. Some of the communities in Massachusetts which use this model are Hudson, Scituate, and Lawrence.

Communities that have many language groups represented or that have several school districts within a large city often establish a more complicated structure of Sub-PAC's and Master PAC's. In this case, Sub-PAC's are usually established for each language group. Representatives from the Sub-PAC's are elected to serve on the Master PAC, or multi-language PAC. New Bedford, Framingham and Worcester are examples of communities which use this type of structure.

Because of its large size and complex situation, Boston has adopted an even more complex PAC structure appropriate for its needs. In Boston, Sub-PAC's are established for each language group in each of nine districts. Representatives from these Sub-PAC's form a multilingual citywide Bilingual Master PAC. The Bilingual Master PAC has two representatives from each language group.

Another way to structure a PAC network is to establish Sub-PAC's at each school building with representatives from the school-level PAC's forming a district-wide Master PAC. There are few building level PAC's in Massachusetts TBE programs. However, other states have used them very successfully. They may be especially appropriate for communities with only one language group.

STRUCTURE OF BILINGUAL PARENT ADVISORY COUNCILS IN MASSACHUSETTS

The Massachusetts TBE law (Chapter 71A) provides guidelines for PAC's. The full text of the guidelines in available from the state TBE office. Important aspects of the guidelines which suggest PAC structure are summarized below.

Membership

PAC members are elected by the parents they represent. A PAC must have at least five members. Members may be both parents and non-parents; however, non-parents may comprise no more than one-third of the PAC membership.

Any parent of a child in the bilingual program is eligible for PAC membership.

Non-parents, such as members of business community groups, community or social organizations, church organizations, universities or professional organizations can be asked to serve on a PAC.

Other interested people, such as teachers, administrators, etc., may participate in PAC meetings if the PAC members invite them to do so. Students at the high school level who are enrolled in a TBE program may also participate.

Leadership

Each PAC decides what type of officers it wants to elect and what their duties will be. It may be useful, however, to begin with a chairperson, vice chairperson, and a secretary.

The chairperson is the leader of the PAC. He or she is in charge of conducting PAC meetings and communicating with the school district and the bilingual community.

The vice chairperson assists the chairperson and does the work of the chairperson if the chairperson is unable to attend meetings.

The secretary keeps a written record of what happens at each PAC meeting.

Additionally, the PAC may elect or appoint committee chairpersons when special committees are established for specific purposes. For example, committees are often established to review official documents, to recruit new members, or to organize meetings.

Rules of Order

The rules of order are the rules under which a PAC operates. A PAC may decide to adopt Robert's Rules of Order (a standardized set of rules used for many organizations), or to develop its own rules of order. It is often helpful for the group to establish a committee to develop such rules and to put them in writing. The written rules are the by-laws of the organization. Ways of developing by-laws will be discussed in more detail in Chapter 3, "Maintaining an Established PAC".

Frequency of Meetings

The state TBE PAC guidelines suggest that PAC's meet with school officials frequently — at least ten times a year, or once a month during the school year.

Role of the PAC

The state TBE law defines the role of the PAC as "an advisory body to the local education agency in the planning, development and evaluation of a transitional bilingual education program as required by Chapter 71A."

"Advising" has five major components.* These are:

- Inquiring — asking about, searching into.
- Informing — making known, giving information.
- Suggesting — proposing, offering for consideration.
- Recommending — formally stating suggestions.
- Evaluating — judging, rating.

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* Source: Advisory Council Packet III, Council Guidelines, Institute for Responsive Education.

Inquiring is a necessary first step in offering advice. Councils should have access to all needed public information available in the school. Inquiries can be made into local school problems, policies and procedures.

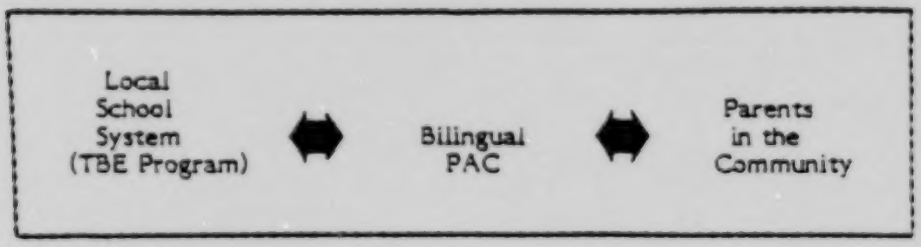
Informing means ensuring good communication between the council and the staff. Parents and community representatives can keep the school informed of existing and potential community problems. Communication is a two-way street with school and community keeping each other informed for the welfare of the students. Council members can also keep the community informed of matters being considered by the council and of problems and accomplishments of the school.

Suggesting is an informal way of communicating recommendations and proposals. These suggestions may originate with the council or may be made at the request of staff members. Proposals may lead to immediate decisions or to further study or investigation by subcommittees. Council discussion of informal suggestions can stimulate action and produce some highly innovative solutions to special problems. Suggestions may lead the council to particular areas of study, to finding more effective methods or to developing alternative procedures which may then turn into recommendations.

Recommending is a formal way of making suggestions and is generally done in written form. Recommendations should be the result of thorough inquiry, thoughtful discussion and a careful evaluation of implications and alternatives.

Evaluating means judging if a program, plan or action works effectively. Academic effectiveness deals with the rate at which students learn in relation to an agreed upon goal. In addition to parental concern about how well each child is learning, council members may also be interested in how well the school is doing as a whole in relation to broad educational goals.

The PAC also acts as a channel for communication between the school system and all the parents in the community. In this capacity, the PAC provides information about the school to the parents and about the parents to the school.



LEVELS OF DEVELOPMENT

Bilingual PAC's in Massachusetts function at several different levels of development. PAC's are characterized by different levels of organizational development, concerns, and activities. The major levels of development are described below.

Level 1: Pre-PAC

Before the formal establishment of a PAC, parents sometimes attend meetings called by teachers and school officials. Parents have concerns about their children's educational program, and talk with other parents about these concerns. However, parents do not organize meetings; there are no officers; and meetings are not held regularly. While there is interest by individual parents, there is no formally established PAC.

If the group is at this level of development, then Chapter 2 is probably the best place to start using this handbook.

Level 2: Establishing a PAC

At this level a few parents are actively working with the PAC coordinator to recruit other parents and to organize a stable advisory council. The group forms a temporary (or ad hoc) committee. The committee works to plan orientation meetings for all parents of children in the TBE program. The PAC is concerned with building its own organization. This process of organization building is likely to involve:

- Contacting parents;
- Organizing meetings;
- Writing by-laws;
- Electing officers; and
- Establishing a basis of support in the local community.

If the group is at this level of development, it will probably find that Chapter 2 will have ideas and materials that are useful now, and that it will soon be ready for Chapter 3.

Level 3: Maintaining an Established PAC

At this level, the PAC has a group of elected officers and representatives, as well as a growing number of active members. The group has probably established a schedule for regular meetings, and may have a few committees working on specific issues.

The group is primarily concerned with:

- Assessing program and community needs;
- Agreeing on a group purpose;
- Improving members' abilities to work together;
- Getting other parents involved;
- Communicating effectively with school officials and teachers; and
- Seeking training for officers, representatives, and members at large.

If the group is at this level of development, it will probably find that Chapter 3 will have ideas and materials that are useful now, and that it will soon by ready for Chapter 4.

Level 4: Increasing PAC Effectivness

At this level, the PAC has a stable, functioning organizational structure. The group has a strong sense of its own purpose, and is striving to have a greater impact on improving the bilingual program. The group is primarily concerned with:

- Establishing the PAC as a permanent part of the TBE program;
- Long-range planning for the PAC;
- Active involvement in developing the TBE program plan;
- Expanding communication channels; and
- Providing training to parents at large.

All PAC groups strive to reach this level of development, for it is at this level that the PAC becomes a truly effective and vital part of the educational process.

If the PAC is at this level of development, it will probably find that the ideas and materials in Chapter 4 will be most helpful.

Analyzing a Group's Level of Development

The general descriptions may help readers to understand their own group better. The checklist on the next page (p. 16) is provided to help each group diagnose it's own level of development, and to help readers decide which chapter of the handbook will be the best place for the group to begin.

However, it's important to remember that no checklist can describe a group and the group's needs precisely. Readers may find that their group has characteristics of several of the levels described. What is important is that the group gain a sense of where they are and what they want to do or what they can do.

Level of Development Checklist		
	YES	NO
1. Parents talk with each other informally about school issues.		
2. The program has a PAC coordinator.		
3. The group calls itself a PAC.		
4. The PAC meets regularly.		
5. The group has officers.		
6. The group has established a base of support with other people and agencies in the community.		
If most of your answers to questions 1 - 6 are no, your group has not yet established a PAC. You will probably find it most useful to begin with Chapter 2.		
7. The PAC has conducted a needs assessment of the program.		
8. The PAC has a sense of its own purpose.		
9. The PAC has written by-laws.		
10. PAC members are improving their abilities to work together as a group.		
11. The PAC evaluates its own effectiveness.		
12. The PAC communicates effectively with school administration and staff.		
13. The PAC has a good understanding of how the local TBE program functions.		
If most of your answers to questions 7 - 13 are no, your group is probably at the level of maintaining the PAC. You will probably find it most useful to begin with Chapter 3.		
14. The PAC is actively involved in program planning.		
15. The PAC is working on long-range planning.		
16. The PAC is establishing ways to be sure that it becomes a permanent part of the school program.		
17. The PAC provides training to parents at large.		
18. The PAC actively uses the available media.		
If most of your answers to questions 14 - 18 are no, your PAC is probably at the level of increasing its effectiveness. You will probably find it most useful to begin with Chapter 4.		

ADDITIONAL RESOURCES

The Massachusetts Transitional Bilingual Education Law

Two Way. Massachusetts Board of Education. Boston, MA. The regulations and guidelines of the Massachusetts Transitional Bilingual Education Law. (Free). Available from:

Bureau of Transitional Bilingual Education
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Rules of Order: Organizing for Success. Hailer, Richard M. Massachusetts Board of Education, 1979. (Free). Available from:

Bureau of Transitional Bilingual Education
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Meeting the Needs of the Bilingual Child. Hailer, Richard M. Massachusetts Board of Education. An historical perspective of the Massachusetts Transitional Bilingual Education Law. (Free) Available from:

Bureau of Transitional Bilingual Education
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Research on Parent Advisory Councils

Leading the Way: State Mandates for School Advisory Councils in California, Florida and South Carolina. Ross Zerchykov and Don Davies, with Janet Chrispeels. 1980, second edition, 175 pp. This report for policymakers examines the origins and character of state policies mandating school advisory councils in the three states. It assesses the available evidence on the efficacy of councils and suggests which practices are replicable and can "lead the way" for future public initiatives fostering citizen participation in the schools. ($6.00) Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Parents and Federal Education Programs: Preliminary Findings from the Study of Parental Involvement. Keesling, J. Ward. 1980. Available from:

Office of Planning, Budget, and Evaluation
U.S. Office of Education
400 Maryland Av., S.W.
Washington, D.C., 20202

Overcoming Barriers to School Council Effectiveness. Jim Stanton, et al. March 1979, 153 pp. Report of a project which studied and assisted 18 school-related councils in California, South Carolina and New York. Three objectives ran through this project: Providing resources to councils; working through local citizen organizations to provide councils with in-kind support; and, gathering and sharing information on ways councils organize and take action. Discusses common denominators of school council effectiveness and factors to consider in evaluating and assisting school councils. Makes recommendations on how to make councils effective. (Available in xerox only - $6.50) Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Chapter 2

Establishing A PAC

In this chapter readers will find information and skill building activities that will help the PAC to build a strong foundation of community support for its development.

BUILDING COMMUNITY SUPPORT

A new group beginning to establish a PAC needs to build a base of potential community support. The PAC's purpose is to represent the needs and desires of the parents of bilingual children in the community. To do this, PAC members need to seek the support of other community leaders and organizations. PAC organizers can talk to the following kinds of people and groups both to inform them about the PAC and the bilingual program and to seek their ideas and help:

- Religious organizations' leaders and priests, ministers, and rabbis;
- Neighborhood associations;
- Community social welfare agencies including settlement houses, YW and YMCA's, community counseling centers, health centers, ethnic community centers;
- Civic associations such as the Chamber of Commerce, League of Women Voters, men's and women's clubs, Rotary Club, ethnic clubs;
- Local newspapers and radio and television stations;
- Parent associations, and Title I PAC's; and
- Local community colleges.

As PAC members meet with people in the community they may find it useful to keep a card file listing such things as:

- Persons or agencies who can help with training or provide speakers;
- Sources of information or technical assistance; and
- Sources of help with publicity, printing, entertainment, evaluation.

The card file will be the beginning of a "network" of people and groups who might be able to help the PAC and to whom the PAC can be of help in turn.

The networking guide on the facing page (p. 21) may help the PAC to identify the individuals, groups, and/or institutions in the community with whom the PAC shares common or related concerns.

After PAC members have talked with these individuals and groups, they may want to consider the following questions:*

- What resources or information can they offer the PAC?
- What resources can the PAC offer them?
- How can the groups mutually support shared goals?

A good base of community support is important through all the levels of a PAC's existence. The information lists provided in Chapter 5 can be used to collect this type of information about the local community.

WHO ARE THE PRIMARY PEOPLE INVOLVED IN ESTABLISHING A PAC?

Many people play many different roles in establishing and operating a PAC. Among those who will be especially active at this time are:

- The PAC coordinator;
- A small group of interested parents; and
- The bilingual program director.

The TBE guidelines state that the local school committee shall designate a PAC coordinator to assist parents in developing a PAC. The PAC coordinator is usually a part-time employee of the school system. In some school systems, a PAC coordinator also has other responsibilities to the school system, such as a program director or teacher.

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*Source: Zerchykov, Ross. Working Papers: Community Councils. "Constituency Building: Identifying and Developing Community Support." No. 2. Institute for Responsive Education, Boston, MA. 1980.

Guide for Local Networking

Name	Which of our concerns do they share?	How can we reach them? Who knows them?

Source: James E. Crowfoot, Bunyan I. Bryant, and Mark A. Chesler. Making Desegregation Work: A Handbook for Parents and Members of Community Groups. Unpublished manuscript.

The guidelines below suggest the functions of the PAC coordinator. These include:

- Initiates meetings until the PAC is organized;
- Keeps records of PAC meetings;
- Provides copies of agendas and minutes to PAC members;
- Maintains a list of names, addresses and telephone numbers of PAC members;
- Develops and maintains an information, training and technical assistance program for PAC members; and
- Conducts workshops relevant to community involvement to encourage PAC membership and to sustain parental involvement.

The PAC coordinator serves as a motivator, trainer, and advocate for parents. Often, the PAC coordinator becomes a role model for parents. A good PAC coordinator is often one of the key factors for PAC success. Cost for the PAC coordinator's salary is a reimbursable expense under the state TBE law.

Usually, a small group of interested parents initiates efforts to establish a PAC. This group works closely with the PAC coordinator to develop interest among other parents.

Additionally, the bilingual program director works with parents and the PAC coordinator to provide information and resources to the parent group.

These individuals form an ad hoc committee. (An ad hoc committee is a temporary committee established for a specific purpose.) The purpose of this committee is to plan for the establishment of the PAC. The committee contacts other parents and plans several orientation meetings. The committee members serve the function of officers until officers are elected.

WHAT CAN HELP PAC MEMBERS TO FUNCTION TOGETHER AS A GROUP?

A group consists of several individuals working on a common task; these people think of themselves as a group. This requires working together on the part of members who have a sense of shared purpose and shared responsibility.

Group process refers to the manner in which individuals work together to create and maintain a sense of being a group. Understanding group process means understanding what is going on in the group.

Roles of Group Members

Group members play many different roles which affect the way a group works together. Members may ask for information, provide information, give examples, clarify

Group Role Checklist

		YES	NO
1.	I accept the importance of the work of the group.		
2.	I get along with the other members of the group as well as with the leader.		
3.	I do my share of the work of the group.		
4.	I'm a good interpreter for the group and help others understand why it exists and how it operates.		
5.	I help stick to the discussion and draw all the members into it.		
6.	I adopt a positive attitude toward the group to build its morale.		
7.	I'm willing to learn from others and change my attitudes when necessary.		
8.	I'm alert to good timing and know when to relax and when to take action.		
9.	I'm responsible for the obligations I assume.		
10.	I understand that my ideas are valuable. I don't hesitate to present them and I try to express them as clearly as possible.		
11.	I understand that others' ideas are valuable, and I listen to other members.		
12.	I try not to make judgments until all facts are known.		
13.	I am willing to confer with others, to accept assistance from others, and to give others recognition for their contributions.		
14.	I am careful not to make irresponsible statements, repeat confidential information or stir up feelings which are antagonistic to good group work.		

Source: Adapted from materials developed by Kallister Green, Educational Specialist, Northeast Regional Education Center, Massachusetts Department of Education

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what others have said, encourage the group to consider other alternatives, take notes about the meetings, be sure the meeting room is ready, or welcome new members. Other functions members perform that help a group to function well are accepting the ideas of others, helping others resolve differences, encouraging quiet members to state their ideas, listening, and watching how the group works together. Groups can be more effective if members serve a variety of balanced and cooperative functions.

The checklist on the previous page (p. 23) is provided as a guide to help members understand how their participation styles can help the PAC to work together well.

WHAT COMMUNICATIONS SKILLS WILL BE USEFUL?

Good communication is an essential element of a strong PAC. Some communication skills that may be especially useful while establishing a PAC are:

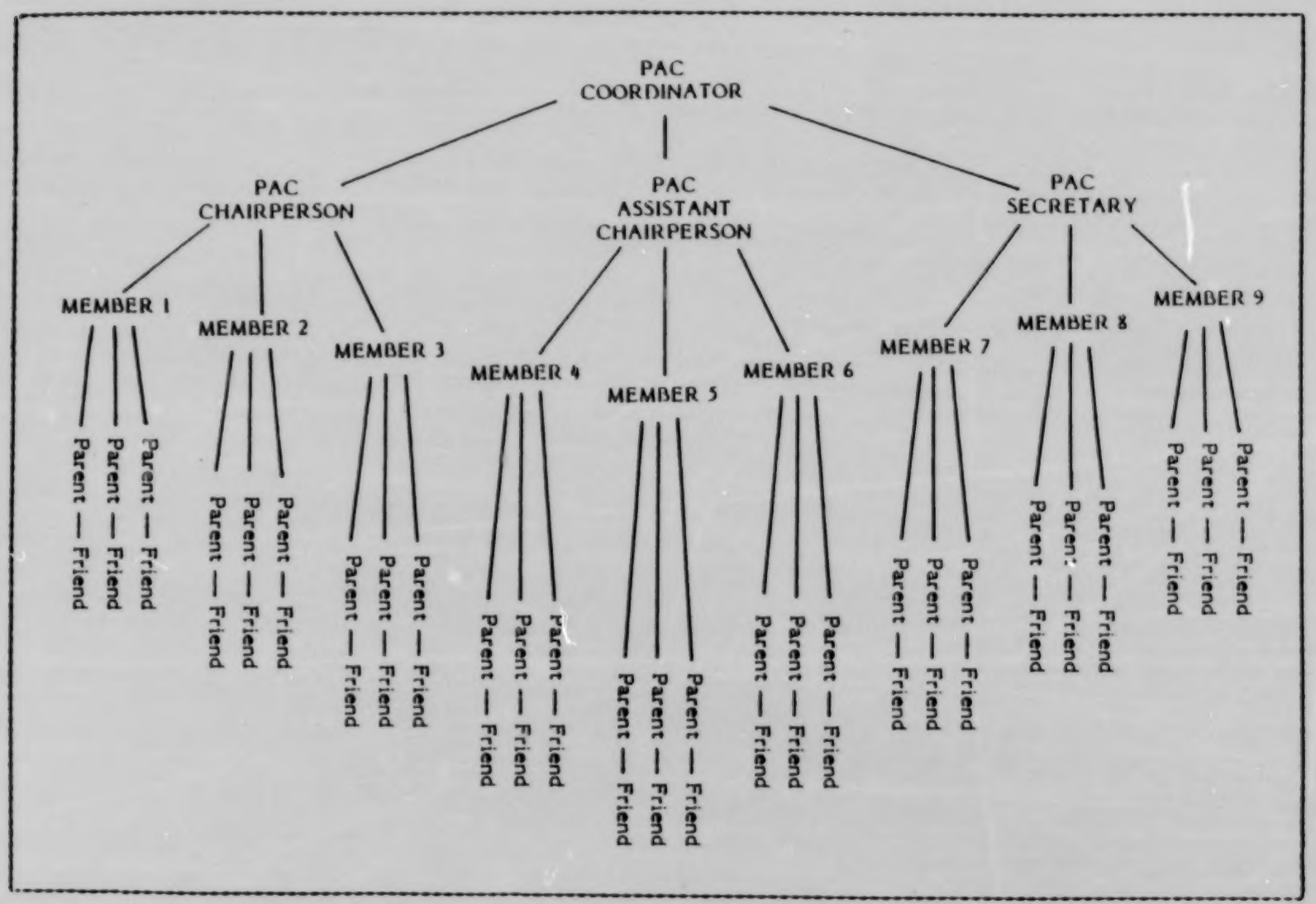
- Contacting parents;
- Careful listening;
- Writing; and
- Developing exploratory surveys.

Contacting Parents

There are several ways to contact parents. Developing a parent-to-parent network is often the best way of making contacts both with parents who are active and who are inactive in school affairs. Most parents are comfortable talking with other parents and like to share their ideas and experiences. The parents on the ad hoc committee can talk with other parents either by phone or by making visits to homes. As the group becomes larger and more organized, a more elaborate network can be developed. This could involve one parent calling or talking with several others who, in turn, call or talk with others. In a well established network, each parent might have a specific list of people to call. For example, when something important happens that all PAC members should know about, the PAC coordinator calls the PAC officers. Each PAC officer calls three or four PAC members who call three or four other parents and asks each one to call a friend. By using this approach many parents hear the important news and no one individual has to call more than three people. The diagram on the facing page (p. 25) describes this type of network.

Another effective way of getting information to parents is to send notices and/or letters of invitation home to parents via children. School officials can arrange to have such notices distributed to children in school.

Information can also be sent directly to parents at home through regular mail service. On page 26 is a sample of a notice sent to parents by the TBE PAC in New Bedford.


PAC COORDINATOR
PAC CHAIRPERSON
PAC ASSISTANT CHAIRPERSON
PAC SECRETARY
MEMBER 1
MEMBER 2
MEMBER 3
MEMBER 4
MEMBER 5
MEMBER 6
MEMBER 7
MEMBER 8
MEMBER 9
Parent — Friend

Sample Meeting Notice

TRANSITIONAL BILINGUAL EDUCATION PAC MEETING

Parents of children in the Bilingual Program

DATE: October 17, 1978
TIME: 7:00 p.m.
PLACE: County Street School
455 County Street

Pais de Crianças no Programa Bilingue

DATA: Outubro 17, 1978
HORA: 7:00 da noite
LOCAL: Escola County Street
Rua County 455

Dear Parent,

This is to inform you about the TBE-PAC-Portuguese group for all parents of children who need, or are already enrolled in T.B.E. (Transitional Bilingual Education).

This group is called PAC (Parents' Advisory Council). It is very important that parents be involved in the education of their children. The first meeting will be an orientation to explain the T.B.E. program.

The president of PAC is Mr. David Bispo. Transportation is free.

Caro Pais,

Tem esta o fim de os informar de um grupo de pais de crianças Portuguesas que necessitem, ou estejam já la frequentar, o programa TBE (Educaçao Bilingue Transitorio). Este grupo é chamado PAC *Junta Consultiva dos Pais). E muito importante que os pais se involvam na educaçao dos seus filhos. A primeira reuniao sera uma orientaçao sobre explicaçao do programa TBE.

Presidente do PAC - Sr. Davide Bispo. Transporte e de graca.

Source: TBE PAC. New Bedford Public Schools TBE Program.

PAC's can also post notices in stores, community centers, and church meeting rooms. Many local radio stations and newspapers will also take meeting notices. The PAC can make further use of the media. Using the media will be discussed in more detail in Chapter 4.

Listening

Effective listening is an especially important communication skill. Many people judge or evaluate what they hear before they fully understand it. Good listening means being able to understand someone's expressed idea from the speaker's point of view. One way of learning to do this is to practice restating what someone has said until the other person is satisfied that it is correct. Doing this helps to insure that what has been said and what has been understood are the same. Some groups practice listening skills by following the rule that each person must first restate the other person's idea accurately and to that person's satisfaction. Only then can he state his own opinion.

Writing

Writing is sometimes difficult and time consuming. However, it is worth taking the time and making the effort to write down ideas, plans, and results of PAC meetings and discussions. Such writing helps to:

- Clarify thinking;
- Ensure that what is said is what is intended to be said; and
- Ensure that others understand what has been discussed or done.

Writing styles vary in different cultures. In the United States, simple and clear writing is highly valued. The more directly an idea is stated, the more clearly it will be understood. Parents who are not comfortable writing their ideas can ask for assistance from other PAC members and the PAC coordinator.

Parents who are not comfortable writing in English should be encouraged to write in their native language. If necessary, the PAC coordinator can arrange to provide translation assistance.

WHAT HELPS MAKE INITIAL MEETINGS EFFECTIVE AND INTERESTING?

Meetings are an important part of developing an organization. The ad hoc committee will need to plan the initial meetings of the PAC carefully in order to maintain the interest and enthusiasm of parents. In planning, the committee may want to consider:

- Motivation for parent participation;
- Barriers to parent participation;
- Time and location;
- Seating arrangements;
- The agenda;
- Meeting minutes; and
- Order of business.

Motivation for Participation

What motivates parents to participate and to attend meetings? Issues attract participants. The opportunity to debate, discuss, and influence issues that directly affect PAC members and their children will attract high attendance and active discussion at PAC meetings. People act when self-interest is at stake. If PAC meetings deal with issues that are important to parents, active participation can be expected.

Another useful way to motivate parents is to help them, through educational programs, to meet the pressing needs of their own lives. Many parents need assistance in learning English, acquiring a high school diploma and/or improving or updating their job skills. Adult Basic Education (ABE) classes in English as a second language, preparation for the high school equivalency examination (called the General Education Development - GED - examination), vocational skills, and other subjects of particular interest to the parents in a given community, can be especially strong motivation to participate in PAC's. Perhaps the PAC could work with existing adult basic education programs in the community or encourage the school system to initiate such classes.

Barriers to Participation

What gets in the way of parents' participation? If members of the ad hoc committee (PAC planning group) can answer this question, they will be better able to anticipate and to avoid problems. The items listed in the checklist on the facing page (p.29) often keep parents from participating. Readers can use the checklist as a guide for understanding the possible barriers to participation of parents in the community.

If the first item is a problem for the group, it may be helpful to explain that parental participation is both expected by educators in the United States, and helpful to children. (See the Introduction, pages 1-4.) If the second item is a problem, it may be useful to encourage a group discussion to explore ways to increase the group's influence.

If parents do not attend because they have no transportation, the group may want to hire a bus or to arrange for other parents to give them a ride to the meetings. If parents do not come because there is no one to care for younger children, the group may want to arrange for a babysitter during meetings. Many PAC groups find that lack of

Possible Barriers To Parent Participation

BARRIERS	A serious problem for parents in our community.	Sometimes a problem for parents in our community.	Not a problem for parents in our community.
1. Parents feel that educational issues should be handled by educators.			
2. Parents feel that they have no real influence on school policies.			
3. Meetings are held at inconvenient times.			
4. Meetings are held at places that are unfamiliar or difficult to find.			
5. Parents do not have transportation to get to meetings.			
6. Parents can't leave younger children alone.			
7. Parents are not personally contacted about the meeting by school staff or other parents.			
8. Meetings last too long or aren't interesting enough.			

transportation and babysitting are major problems which prevent parents from attending meetings. If parents feel that educational programs should be run solely by educators, the ad hoc committee may want to explain the benefits of parent involvement (see page 3). The ad hoc committee's understanding and awareness of these barriers will help them to avoid problems.

Time and Location

Plan meetings for a time that is convenient for people to attend. Evening or weekend times are usually better for working parents. The best meeting times will vary according to the schedules of people in the community.

Select a location that is convenient and familiar to the people who attend. While local schools are usually used as meeting sites, the PAC may want to consider meeting at a local clubhouse or at the centrally located home of one of the committee members.

Seating Arrangements

It is helpful to arrange the meeting room so that participants can easily see and hear each other. Seating arrangements that tend to make all participants feel like equals are usually best; for example, a circle of chairs or a table. Avoid arrangements that clearly focus on one leader; for example, a podium with rows of chairs facing it.

The Agenda

An agenda is a written list of items to be discussed at a meeting. The items to be placed on the agenda can be decided by the group as a whole, its officers, or, for the first meetings, by the ad hoc committee.

The agenda clearly states the purposes of the meeting. It can be sent to parents before the meeting, given to parents when they arrive at the meeting, or displayed on a chart board or blackboard during the meeting.

The parts of an agenda usually include:

- An opening or welcome;
- A reading and approval of the minutes of the previous meeting;
- A review of the agenda (participants can suggest revisions);
- Main items for discussion or presentation;
- Announcements;
- Meeting evaluation; and
- Closing.

A sample agenda from the Fall River PAC is on the facing page (p. 31).

Sample Meeting Agenda

CONSELHO CONSULTIVO DE PAIS DE FALL RIVER

18 de Marco de 1980

PROGRAMA

1.	Boas Vindas	Pelo Sr. Antonio Pereira, Presidente do PAC do Fall River
2.	Apresentação de Pessoas e Autoridades Presentes	Pelo Sr. Antonio Pereira, Presidente do PAC de Fall River
3.	Palavras pelo Presidente do PAC de New Bedford	Pelo Sr. Bispo, Presidente do PAC de New Bedford
4.	Intercâmbio de Perguntas pelos dois PACs	Dirigido pelo Sr. Antonio Pereira, Presidente do PAC de Fall River
5.	Apresentaçao de slides sobre CIDADES BRASILEIRAS	Pela Coordenadora de Pais de Fall River
6.	Hora Social	Cafe e bolos servidos com assistência de Senhoras do PAC
7.	Despedida	Pelo Sr. Antonio Pereira, Presidente do PAC de Fall River

A COMISSÃO

Antonio Rodrigues, Presidente
Durval Costa
Carlos Lopes Almeida

Source: TBE PAC. Fall River Public Schools Bilingual Program.

Meeting Minutes

The minutes are a written record of comments, suggestions, and recommendations made at the meetings. Usually the secretary records the minutes of the meeting. The minutes are a valuable reference of what has happened at a meeting.

Some guidelines for recording minutes are provided below:

- Record the date and purpose(s) of the meeting;
- Record the names of the officer(s) who direct the meeting;
- Indicate whether or not the minutes of the previous meeting are approved;
- Indicate if special reports (such as a committee report) are given;
- Summarize the discussion and comments of the members;
- State any announcements made; and
- Attach a copy of the agenda and attendance list.

Order of Business

Many meetings follow a standard order of business. A typical example follows:

- Announce the beginning of the meeting;
- Read the minutes of the previous meeting;
- Vote to approve the accuracy of the minutes;
- Ask participants to approve the agenda (they may want to add some items);
- Hear committee reports;
- Discuss old business (things that have been talked about before but need additional consideration);
- Introduce new business (new things to be discussed);
- Set a date for the next meeting; and
- End the meeting.

Is the Group Ready for the Meeting?

The checklist on the facing page (p. 33) can be used as a planning worksheet for PAC meetings.

WHAT ORGANIZATIONAL TASKS DOES THE PAC NEED TO DO?

During the early stages of organizing a PAC, several important organizational tasks will need to be done. Some of these are:

- Establishing committees;
- Electing officers; and
- Defining and clarifying the PAC's role.

Planning Checklist for Meetings

		YES	NO
1.	Members have been notified of date, time and place.		
2.	Members have been contacted to be sure they have transportation and are coming.		
3.	Babysitting services have been arranged.		
4.	The agenda has been prepared in the appropriate language(s). There are sufficient copies for all participants.		
5.	Translation services have been arranged, if necessary.		
6.	Preparation has been made for how each agenda item will be introduced.		
7.	Permission to use meeting space has been approved.		
8.	Tables, chairs, other equipment is in the room and arranged.		
9.	Refreshments have been prepared.		
10.	Needed materials are available (paper, tape, etc.).		
11.	A blank list is available for participants names, addresses, and phone numbers.		
12.			
13.			
14.			
15.			

Establishing Committees

Committees are groups within the main group. They are established for the purpose of considering a particular issue, problem or function. Committees usually:

- Gather information about a topic;
- Discuss the topic among themselves; and
- Report information and opinions back to the whole council.

Committee members may volunteer, be appointed or be elected to serve on a committee. Each group will need to decide what is the best way to select its committee members and chairpersons. The committee chairperson coordinates the work of the committee, and reports back to the council.

Examples of issues, problems and functions around which committees are sometimes established include:

- Membership;
- Publicity;
- By-laws;
- School assessment; and
- Election procedures.

Committees are a useful way of subdividing work, getting members involved, and getting tasks done efficiently.

Electing Officers

To elect officers, the PAC group must first decide what officers are needed. The state guidelines recommend that PAC's begin be electing a chairperson, a vice-chairperson, and a secretary. However, each group will need to decide what is most appropriate for its own needs. Groups may feel they need either more or fewer officers. This may depend on the size of the group, the number of languages represented, or other factors.

The group will also need to decide how they want to vote. Voting can be done either by a simple show of hands, or by written ballot.

The election process may take several meetings. Participating parents should have sufficient time to get to know one another before officers are elected. The group can decide how much time is needed for each step. Then they can set dates for each step of the process.

Members nominate candidates for each office. To nominate means to suggest someone as a possible office-holder. Usually two or three persons are suggested for each office.

Members elect officers by voting for one candidate (for each office) whom they feel will be the best officer.

Defining and Clarifying the PAC's Role

It is especially important that the PAC's advisory role be understood and recognized by parents, program staff members, and district administrators. In order to ensure this, it is useful for PAC members and the school staff to cooperatively discuss, decide upon, and write down the areas in which the PAC will be involved, the specific activities in each area, and the degree to which the PAC will participate. (For example, will the PAC make recommendations or will the PAC make decisions?) Such a statement can serve as a job description for the PAC. It is important that the PAC's role be agreed upon by both PAC members and school officials, and that the designated role be communicated to all involved.

The worksheet on the next two pages (pp. 36 & 37) can be used to help both the PAC and school officials to think about the roles of the various individuals and groups who work with the school system and the TBE program. The worksheet can be used to prepare for discussing the PAC's role in the program and the school system, and for negotiating an agreement. There are no clear right or wrong answers to the worksheet. Opinions by school officials and PAC members as to the role and activities of the PAC will vary from school district to school district.

Once this agreement has been negotiated, it should be written and included in the school district's program plan, which is submitted to the State TBE Bureau every three years. (See Chapter 3 for more information on the TBE Program Plan.)

WHAT INFORMATION WILL BE USEFUL?

The PAC needs to have information about the bilingual program, the school system, parent participation, parents' rights, bilingual education and other subjects. This information can be obtained from several sources. Some of these are:

- Local TBE program and school system teachers and administrators;
- National information clearinghouses; and
- Special issue organizations.

Role Worksheet

DIRECTIONS; Place a number 1 in the columns for those individuals or role groups who have primary or direct responsibility for the given task or function, and a number 2 for those individuals or role groups who have secondary or support responsibility for the given function. Leave the other columns blank.

TASK OR FUNCTION	ROLE GROUPS								
	Bilingual Parent Advisory Council (PAC)	Bilingual Program Director/Coordinator	School Committee	School District Superintendent	The PAC Coordinator	School Site Principal	Teachers	Other Role Groups
1. Develop PAC structure and governance procedures.								
2. Learn purposes and goals of program.								
3. Develop and conduct needs assessment.								
4. Decide on program priorities.								
5. Determine the goals and objectives of the program.								
6. Develop specific programs and activities.								
7. Carry out specific programs or activities on a day to day basis.								
8. Develop two-way communication vehicles between program and community.								
9. Develop programs and activities to promote community involvement.								
10. Identify and activate the human & financial resources of the community.								
11. Develop and implement specialized training programs for PAC members.								
12. Select and appoint program staff members.								

TASK OR FUNCTION (con't)	ROLE GROUPS								
	Bilingual Parent Advisory Council (PAC)	Bilingual Program Director/Coordinator	School Committee	School District Superintendent	The PAC Coordinator	School Site Principal	Teachers	Other Role Groups	
13. Plan and call PAC meetings.									
14. Develop procedures for evaluating overall effectiveness of program.									
15. Develop procedures for reporting to community on program effectiveness.									
16. Develop and implement procedures to evaluate effectiveness of PAC.									
17. Develop the program plan.									
18. Establish the annual budget for the program.									
19. Administer and account for all program funds.									
20. Recommend specific expenditures for the PAC's line item in budget.									
21. Establish school district policies for program.									
22. Conduct professional evaluation of school district staff members.									

Source: Adapted from Carillo, Tony; Bonney, Nancy; and White, Martha. Developing Effective Teacher Corps Community Councils. Southeastern Recruitment and Community Technical Assistance Resource Center, 1979.

Local TBE Program and School System Information

Information about the local TBE program and the local school system is available from teachers and administrators. Things the PAC may want to ask about include:

- The goals and activities of the bilingual program's proposals and program.
- The responsibilities of each role group — parents, teachers, and administrators — in the program.
- The mandate for the council's role, authority, and function;
- The relationship between the council and other program role groups — teachers, administrators, community agencies, project staff;
- The councils's role in developing the program's plan and budget, including those of the council itself; and
- The type of support services and training available to council members and parents at large.

Organizations and Newsletters that Provide Information

Many organizations are formed on the basis of special interests and concerns. One of their purposes is to provide information to other groups such as PAC's. Many such organizations provide free or inexpensive newsletters which are an excellent source of up to date information. Some of the most useful newsletters for bilingual PAC's are listed below.

CITIZEN ACTION IN EDUCATION (CAE) - the Institute for Responsive Education's twice yearly news journal. CAE reports on new ideas and models for citizen involvement in public education and reaches over 24,000 people across the nation. CAE provides an important communication link between parents, citizen activities, teachers, school administrators, public officials and researchers who feel that citizen involvement in education decision making creates better schools. Although CAE has no subscription fees, a $5.00 voluntary journal contribution is requested. Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3309

NABE NEWS - the newsletter of the National Association for Bilingual Education is published five times a year. Available through membership. There is a charge for becoming a member. For information, contact:

NABE
1201 16th Street, N.W., Room 415
Washington, D.C. 20036
(202) 833-4271

FORUM - a free monthly newsletter reporting on legislation, research and programs in bilingual education. Available from:

The National Clearinghouse for Bilingual Education
1300 Wilson Boulevard, Suite B2-11
Rosslyn, VA 22209
(800) 336-4560 (Toll free)

THE NEW ENGLAND BILINGUAL EDUCATION MULTIFUNCTIONAL SERVICE CENTER (BEMSC) - publishes a newsletter biannually. The newsletter provides information about the activities and services of the BESC and related agencies in the area. Free. Available from:

New England Bilingual Education Service Center
345 Blackstone Boulevard
Potter Building
Providence, Rhode Island 02906
(401) 274-9548 or (401) 274-3713

NEWSNOTES - a free newsletter of the Center for Law and Education, Inc. Specializes in education law. Requests to be added to the mailing list should be sent to:

Center for Law and Education
Gutman Library, 6 Appian Way
Cambridge, Massachusetts 02138

PARENTS' NETWORK - the newsletter of the National Committee for Citizens in Education. Eight issues per year provide information on local and national happenings in education. Also available in Spanish as LA RED DE LOS PADRES. Subscription, $8.00 per year. Available from:

The National Committee for Citizens in Education
Suite 410
Wilde Lake Village Green
Columbia, Maryland 21044

An extensive list of resource organizations and the services they provide is included in the Appendices.

WHAT RESOURCES WILL BE USEFUL?

Resources that are available through the local school system and resources available from other sources can help the PAC to perform its functions.

Some important resources the school system can provide the PAC are:

- PAC coordinator's time;
- Staff time;
- Building facilities;
- PAC expense budget;
- Distribution of notices/letters; and
- Duplication services.

The PAC coordinator's time can be one of the PAC's most valuable resources. The PAC coordinator serves as the PAC's staff. Other school staff members can also be valuable resources for the PAC. The TBE program director/coordinator provides the PAC vital information about the bilingual program and the school system. Teachers can provide individual or group (workshop) assistance to parents about ways that parents can help children to learn. Secretarial assistance, usually arranged through the PAC coordinator or the TBE program director, is also a very valuable resource.

The school system also provides an expense budget for the PAC. Money from this budget for the PAC can be used in many different ways. Some of these ways are:

- Mailing costs;
- Transportation costs for local meetings and visits to PAC's in other communities;
- Costs of local and national conferences;
- Babysitting services for meetings; and
- Memberships in information/resource/special interest organizations such as those listed above and in the appendix.

WHAT PROBLEMS CAN BE EXPECTED?

Bilingual PAC's in Massachusetts have found that several problems are likely to occur at this stage of development. Some of these are discussed below:

1. Members are unaware of or unfamiliar with their roles. The role of PAC members or officers is probably a new one for most parents. It should be expected that many parents will be uncomfortable at the beginning. Parents who are uncomfortable in these roles can try to remember that they are not alone. Time and experience have helped many parents to feel more at ease. Parents who have been involved before can help other parents who are new to PAC's to feel more comfortable by talking about their experiences with the new members and explaining things that have happened previously. While there are no easy solutions to problems, this one is usually eased with time, experience, training and sympathetic understanding on the part of parents, the PAC coordinator, and other staff members.

2. TBE staff members may not have sufficient time to assist the PAC. Often TBE staff members have many roles to play and insufficient time to fulfill all their responsibilities. The PAC may find it helpful to discuss this problem with the TBE program director and to ask that a staff member be assigned to spend more time with the PAC.

3. Attendance at meetings may be low. Meeting attendance may be low for many different reasons. The key to solving this problem is in understanding which barriers keep parents from attending. (The checklist on p. 29 may help the PAC to analyze the problem.) Once the problem(s) are understood, take steps to correct them.

4. Only a few members are active. Often a few individuals will carry the major burden of PAC involvement. When this happens, active PAC members and the PAC coordinator may need to encourage the participation of others by delegating responsibility or by encouraging others to perform a specific task or to join a committee.

5. Parents/members tend to rely on program staff for things they can do themselves. For example, PAC members sometimes think they must wait for a school official to call a meeting. Actually, PAC members can take the initiative to call meetings (and to do many other things) themselves! Sometimes it is helpful if the PAC

coordinator or a PAC officer delegates responsibilities to reluctant members and encourages them to take the first steps in doing what needs to be done.

WHAT HAS HELPED OTHER PAC'S TO BE SUCCESSFUL AT THIS LEVEL?

Research conducted on school advisory councils indicates that several factors which have been discussed in this chapter have been vital to success in establishing a new PAC. Some of these are:

- A broad base of community support;
- Provision of the services and time of a PAC coordinator;
- Effective recruitment of parents as PAC members;
- Adequate and accurate information; and
- Recognition and written clarification of the PAC's role.

ADDITIONAL RESOURCES

Building Community Support

Human Services and Resource Networks. Sarason, Seymour B.; Carroll, Charles; Maton, Kenneth; Cohen, Saul and Lorentz, Elizabeth. San Francisco: Jossey-Bass, 1977. The emphasis of this book is on practical, day-by-day interpersonal experiences with networking and mutual aid. A detailed case study that can serve as a handbook showing how people can join together to share resources and provides a cost-effective approach to human services.

General Information

Education for All People: A Grassroots Primer. Ron Walker and the IRE staff. 1979, 155 pp. An encyclopedic guide to educational issues today. Identifies national organizations and Federal programs which assist local grassroots organizations. Examines issues such as school financing, legal rights, desegregation, bilingual and special education. Discusses an array of topics ranging from affirmative action and accountability to minimum competency and vouchers. Practical "how to" information, a fundraising section and examples of successful grassroots groups complete this catalog. ($6.00). Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Padres en el Consejo Assesor. Ayala, Celsa. A PAC handbook developed by Project Pride in Framingham. Discusses parent participation, the role of the parent organizer, problems and suggestions for organizing a council, training, motivation, publicity, and other topics. Written in Spanish. Available from:

Project Pride
Roosevelt School
Fay Road
Framingham, Massachusetts 01701

Parents Organizing to Improve Schools. Fernandez, Happy. Columbia, Maryland: A Parents' Network Production of the National Committee for Citizens in Education, 1976. This is a basic resource for staff or parents who are thinking about how to organize and train a parents' group. It provides clear, well organized, interesting and readable information about organizing parent groups. The pamphlet combines "how to" information with a theoretical perspective that builds a compelling argument for the right of parent involvement in school decision making. ($3.50). Available from:

The National Committee for Citizens in Education
Suite 410, Wilde Lake Village Green
Columbia, Maryland 21044

Working Papers: Community Councils. Compiled by Richard Morris and Ross Zerchykov. 1980, 21 pp. A series of nine concise papers designed for the effective and practical functioning of school community councils. Specific issues are addressed and they are aimed primarily at those directly involved with councils, whether serving on them, or in the case of administrators, working with them. ($2.50). Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Meeting Resources

Los Padres y la Educación Bilingue. A slide-tape presentation about bilingual education and the role of parents in bilingual education programs. Documents the struggles and achievements of the Hispanic Parent Advisory Council of Worcester, Massachusetts. Audio is in Spanish. Narrated by Raquel Ortiz, WGBH-TV, music by AREYTO, a Boston Hispanic children's music group. Rental fee. Groups will need to provide their own slide projector and cassette tape player. Available from:

The Center for Law and Education, Inc.
Gutman Library - 6 Appian Way
Cambridge, Massachusetts 02138
(617) 495-4666

Parent Education Booklets. A series of twenty-two inexpensive booklets prepared to help parents understand and help children to learn. Available in Spanish and English. Titles include Intelligence, Child Growth, Teaching Ideas, School Involvement, Drugs, Teenagers, Job Information, Preventive Discipline, Communication with Teenagers, Teenage Marriages, Study Skills, Teaching Reading, Teaching Values, Parenting I, Parenting II, Parenting III, Communication, Nutrition, Stress, Single Parents, Drug Abuse, and Immunization and Dental care. Single copies cost 95 cents. Quantity prices are lower. Available from:

Moreno Educational Company
6837 Elaine Way
San Diego, California 92120
(714) 461-0565

Chapter 3

Maintaining An Established PAC

This chapter provides information and skill building activities that will help the PAC to maintain and further develop its organization. Needs assessment is essential to maintaining and developing the PAC.

NEEDS ASSESSMENT

The PAC's major purpose is to offer advice which will help to improve schools for children. To do this, the PAC has to understand the needs of children and of the TBE program. When the PAC understands these needs, it will be more able to offer helpful advice, and to plan for school improvement. Another important purpose of the PAC is to assist the TBE program to reach out to and communicate with other parents. In order to do this well, the PAC must also have a clear understanding of the needs of parents in the community.

Needs are often defined as the difference between the real and the ideal, or the difference between what is happening now and what should be happening. For example, a TBE program has 50 children and two teachers. In order to comply with the legal ratio of no more than 18 students per teacher, the program should have three teachers.

Actual	Ideal	Need
50 children	50 children	
2 teachers	3 teachers	1 teacher

Thus, the program needs one teacher.

Usually, needs are more complicated than numbers of students or teachers. For example, in some programs parents are unaware of what bilingual education is, or why it helps language minority children to be successful in school. Ideally, the PAC wants parents to understand the nature and value of the TBE program. In this case, the need is to inform parents about bilingual education.

Actual	Ideal	Need
Lack of understanding	Full understanding	Information

Once needs are clearly understood, the PAC and the TBE program staff will have to think about alternative ways of meeting needs. Then they will need to form a plan of action. (For more information about this next step, see Action Planning in Chapter 4.)

This chapter will present skills and tools that can be used to gather information for needs assessment. Other useful sources of information are listed at the end of the chapter.

WHO IS INVOLVED IN RUNNING THE PAC AT THIS LEVEL?

As the PAC develops to the maintenance stage, the elected officers and representatives assume more responsibility for directing PAC activities. Committee members and chairpersons also play a very active role in PAC functioning as the PAC becomes more active and more organized. The PAC may decide to enlist the help of older students. The continuing participation of all parents of children in the program is especially important.

The PAC coordinator continues to play an important role as the staff member for the PAC and a liaison with program staff.

HOW CAN THE PAC IMPROVE ITS ABILITY TO FUNCTION AS A GROUP?

As the PAC develops, it will be useful to practice skills that will help to improve the members' abilities to work together well as a group. Some of these skills are:

- Developing leadership;
- Understanding each other's values; and
- Resolving conflict within the PAC.

Developing Leadership

All groups have leaders. Some leaders are elected, selected or hired to perform specific jobs. Other leaders are members of the group who become leaders through their contributions to the group. Often, these natural leaders are later elected or hired to specific positions.

A PAC usually has both kinds of leaders. The PAC coordinator and the PAC officers are examples of the first type. PAC members who take on increasing responsibility are examples of the second type.

During this stage of development, the leadership of the PAC is often in a transition stage. Leadership responsibilities are assumed more often by PAC members and officers now, and less often by school employees, including the PAC coordinator. School and TBE program officials should attempt to help PAC members gain leadership skills by

providing training workshops, opportunities for practicing leadership skills, and support for parent leadership.

Some suggestions of things that parent leaders can do to become better leaders are*:

- Strive to be accepted as members of the group;
- Take advantage of the abilities, skills, and ideas of group members by eliciting their participation and by delegating responsibilities;
- Use the suggestions of others;
- Give credit to members for their contributions;
- Refer matters that concern the group to the group;
- Assume responsibilities for building morale in the group;
- Be concerned about the growth of individual group members;
- Share responsibilities for planning and development with members;
- Encourage the group to identify problems together;
- Establish time tables for tasks; and
- Follow through to check that work is completed.

A good leader needs to find a balance between being assertive and avoiding dominating the group. Behavior in PAC meetings provides a good example for this idea.

Some PAC leaders dominate meetings so much that other members don't have a chance to express their views or contribute their skills. In this case, some members may feel that they cannot disagree, while others may lose interest. On the other hand, some PAC leaders try so hard to let members participate that everyone speaks at the same time. In this case, meetings can become confusing and lose their direction.

A good PAC leader needs to find a balance in order to provide direction while still encouraging all members to be active.

Understanding Each Others' Values

In every group, people have different perceptions and values. Understanding each others' views will help members to function better as a group. This may occur naturally as group members get to know each other well. However, when group members don't know each other well, it is sometimes helpful to use some exercises that will start conversations regarding the perceptions and values of individuals. An example of this type of exercise is found on the next two pages (pp. 46 & 47).

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*Source: From materials developed by Kallister Green, Educational Specialist, Northeast Regional Education Center, Massachusetts Department of Education.

Where are the two women?

Picture designed by the American psychologist E. G. Boring

Exercise: Where are the two women?

The group leader (trainer) asks group members to look at the picture on the facing page. After a few minutes, the group leader asks members to tell what they see. Members usually report seeing an old lady or a young lady. Some see both. The leader asks members to look again for the one they didn't see before. After a little while, the leader asks someone who sees both ladies to help others see what they see. The leader then initiates a group discussion which highlights the following points:*

- Perceptions are always different. Sometimes the difference between two individuals' perception is small. Sometimes it is huge. Most of the time people are not aware that the difference exists.
- It is not easy to explain to others what one sees so naturally. People think "it is obvious."
- It is not easy to perceive exactly what somebody else sees despite our efforts to see things from someone else's point of view.
- These ideas bring up frustrations and value judgements. ("Are they stupid that they cannot see what I see?" or "What's wrong with him or her that I cannot understand the explanation and see what's there in the picture?" or "What's wrong with me that I cannot see what others see?").
- Participants are able to observe the "group think phenomenon." The more people can see both faces, the more difficult it becomes for people to admit that they are still unable to see what the others can see. After a while, the social or group pressure becomes such that some people say that they can see even when it is not true.

Another way to do this type of exercise is for a group to look at any real object from different angles. Participants then share their point of view. The group can compare differences and similarities.

Other sources of exercises that can be used to understand different values are suggested at the end of the chapter.

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*Source: Adapted from Pierre Casse, Training for the Cross-Cultural Mind, Society for Intercultural Training, Education and Research, Washington, D.C., 1980.

Resolving Conflict Within The PAC

Conflict is a natural characteristic of working groups. Many people try to avoid it. However, it can be very useful if handled well. The following ideas are suggestions for resolving conflict by seeking compromise.*

1. SEEK AREAS OF AGREEMENT. It is very easy to get "hung up" on what members disagree about and consequently to miss the potential for agreement. Wide areas of agreement are likely to exist. Find out what the areas of agreement are. By focusing on the positive, groups are likely to emerge with a workable solution that would have been lost in a more argumentative atmosphere.

2. KEEP THE DISCUSSION OPEN. AIR ALL POINTS OF VIEW. Give everyone the opportunity to speak. If a few people dominate the discussion, two negative things can happen: First, people will feel excluded and resentful — but you won't know it; second, the group can lose some valuable idea — some of which may ignite the consensus the group seeks. In order to promote openness and participation, give each participant three minutes of uninterrupted time to state his/her position about the subject of the debate. Once all ideas are stated, the chairperson can seek areas of agreement and encourage the group to discuss compromise. Avoid voting unless a "solution" seems to have near unanimous support.

3. APPOINT A COMPROMISE COMMITTEE. If the potential for agreement is low, the chairperson may appoint a small (3-5 member) "study them." Let the committee represent different points of view and consider the matter for one week after they have heard all points of view. Their task is to return with a recommended compromise at the next meeting.

Other useful sources of information about developing group functioning skills are listed at the end of this chapter.

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*Source: Adapted from Facts For A Change by Bill Burges. The Institute for Responsive Education, Boston, Massachusetts, 1976.

HOW CAN THE PAC CONTINUE TO MAKE MEETINGS INTERESTING AND WELL ATTENDED?

Paying attention to the following four factors will help to make meetings interesting and to maintain good attendance:

- The chairperson's smooth handling of meeting procedures;
- Selecting subjects of interest to the group;
- Mixing work sessions with social opportunities for parents to meet each other; and
- Evaluating meetings with the intention of improving future meetings.

The Chairperson's Role

How the chairperson handles the meeting can encourage or discourage participation and attendance. Generally, parents are more likely to come to a meeting if they know that their ideas and the ideas of all members are welcomed and appreciated.

The ideas listed below may help chairpersons to establish this kind of atmosphere.*

- Arrange to have other members introduce items on the agenda.
- Encourage the expression of various viewpoints -- the more important the decision, the more important it is to have all pertinent information (facts, feelings, and opinions) presented.
- Expect differences of opinions. When handled well, they can contribute greatly to creative solutions.
- Don't let discussion remain between two people. Ask for comments by others. The group needs to make the decisions and carry them out.
- As much as possible, ask people to speak for themselves only and to be specific when they refer to others. Try to discourage members from saying "Some people say...", "We all know...", "They would not listen..." This may be difficult in the beginning, but it will foster building of trust in the long run.
- Keep looking for minor points of agreement and state them. It helps morale.
- Encourage people to think of fresh solutions as well as to look for possible compromise.
- In tense situations or when solutions are hard to reach, try to humor, small discussion groups, or silence.
- When testing for agreement, state in question form everything that it seems participants agree upon. For example, "Do we agree that we'll meet Tuesday evenings for the next two months and that a chairperson be found at each meeting to function for the next one?" Do not merely refer to a previous statement, such as; "Do you all agree that we should do it the way it was just suggested?"
- Insist on a response. Participants need to be conscious of making an agreement with each other.

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*Source: Adapted from Crowfoot, James E., Bryant, Bunyan I., and Chesler, Mark A. Making Desegregation Work: A Handbook for Parents and Members of Community Groups. Unpublished manuscript.

Subjects Of Interest To Parents

In order to select subjects that are of interest to the parents in the community, the PAC will need to find out what parents want to know more about.

Some suggestions for possible subjects are listed below:

- Transitional bilingual education: How does it help our children?;
- Services provided through the school system, i.e., Title I, Special Education, Recreational Programs, etc.;
- The uses and dangers of testing for bilingual children;
- Preparing for parent-teacher conferences;
- Effective home discipline;
- Helping children with school work at home; and
- Language development in the bilingual child.

These and other subjects may or may not be of interest to the parents in a particular community. The PAC members will need to determine which are of interest to the parents they represent.

Social Activities

In addition to providing an opportunity to discuss issues of concern, PAC meetings also give parents an opportunity to mix socially with other parents. The PAC may want to mix some social activities into the regular business meetings to encourage parents to get to know one another. This could be as simple as providing refreshments and time for parents to talk together informally while eating. Or the PAC can occasionally arrange a formal social activity. One popular approach is to invite children to perform at a PAC meeting. This works especially well at holidays.

Meeting Evaluation

Knowing the strengths and weaknesses of PAC meetings will help the group to improve. Meeting evaluation is often done informally by both participants and officers as they talk about the things they liked and disliked about the meeting.

If the group wants to do a more formal written evaluation of the meeting, parents can be asked to write their responses to some or all of the following questions:*

- What did you like best about this meeting?
- What would you have changed?
- What did the leader(s) do that was particularly effective?
- Is there anything you would especially like to cover at the next meeting?
- What could the leader(s) have done differently?

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*Source: Adapted form Jean Rosaler, How to Make the Best School Site Council in the World. California State Department of Education, 1979.

These questions can be used as they are or varied to fit a particular meeting. Whether meeting evaluation is done formally or informally, it's important that the information collected be used to improve plans for future meetings.

WHAT ORGANIZATIONAL TASK DOES THE PAC NEED TO DO?

The most important organizational task the PAC needs to do at this stage is to establish by-laws.

By-Laws

By-laws are organizational rules decided upon by the group. Having by-laws helps a PAC to run smoothly when the leadership and membership change. Usually, by-laws include:

- The name of the group;
- The purpose of the group;
- The membership of the group;
- Procedures for selecting officers;
- Frequency of meetings;
- Procedures for establishing committees; and
- Procedures for changing the by-laws.

The purpose of having by-laws is to assist the group to function in an orderly and consistent manner. Sometimes by-laws are written in such a complicated manner that they interfere with group function rather than aid it. Usually by-laws are most useful when they are simply stated and shaped to serve the needs of the particular PAC. Most PAC's establish a committee whose purpose is to suggest by-laws to the group as a whole. The committee usually studies the by-laws of other similar groups and recommends a set or several sets of by-laws for the whole PAC's consideration. The PAC may accept, revise, or reject the proposed by-laws.

Developing by-laws can be a time-consuming task. Don't be discouraged if it takes the PAC some time to complete the task.

A sample of the by-laws developed by the PAC in Fall River is included on the following pages (pp. 52-55).

A Sample of PAC By-Laws

FALL RIVER PUBLIC SCHOOLS

Parent Advisory Council

BYLAWS

ARTICLE I

Title

Section 1. This Bilingual Education Committee of the Fall River Public Schools shall be known as the "PARENT ADVISORY COUNCIL," hereafter referred to as PAC.

Section 2. The office of this Committee shall be at Hartwell Street School, 128 Hartwell St., Fall River, Massachusetts.

ARTICLE II

Objectives

1. To serve as an active group for the total implementation of the bilingual law.
2. To become familiar with the bilingual program, its functions in the community, and how it should be affecting their children in the home.
3. To serve as an advisory body to the Director in all phases of the bilingual program.
4. To participate in the interviewing process of candidates for all bilingual positions in the program.
5. To disseminate information on bilingual education throughout the community.
6. To identify newly-arrived families of the various linguistic groups and extend the services of the bilingual program to the children.
7. To organize interest groups that will stimulate participation in school activities.
8. To reinforce cultural awareness.
9. To participate in an appeals process regarding controversial issues between the students in the bilingual program and the School System.

ARTICLE III

Membership

Section 1. PAC membership consists of all parents of children enrolled in the Transitional Bilingual Education Program.

Section 2. Interested persons in the community are eligible for membership upon recommendation and approval of parents.

ARTICLE IV

Officers

Section 1. The Officers of the Parent Advisory Council shall consist of President, Vice-President, Secretary and Treasurer.

Section 2. Only parents of children enrolled in the Bilingual Education Program shall be eligible for office.

Section 3. The Duties of the Officers shall be as follows:

A. The President shall preside at all meetings of this Council. He shall appoint all subcommittees. He shall receive all mail and other communications pertaining to this Committee.

B. The Vice-President shall perform all of the duties of the President when he is absent or unable to act. He shall assist other officers and committee members and shall carry out such duties and assignments as may be delegated by the President.

C. The Secretary shall maintain written record of the Council; dispose of all correspondence as directed; preserve all documents committed to his care and be responsible for sending out notices.

D. The Treasurer will be responsible for making bank deposits of PAC funds. He will effect disbursements on the order of the Board of Directors, signed by the Secretary. To this end, the Treasurer will sign checks in conjunction with the President. The Treasurer will be responsible for presenting monthly statements and an annual report to the general membership assembly.

Section 4. All resignations from the PAC must be submitted in writing.

ARTICLE V

Elections

Section 1. The officers shall be nominated and elected by the Council members at the June meeting.

Section 2. The term for Officers is for one year.

Section 3. No officer shall serve for more than two consecutive terms in the same office.

Section 4. All elections shall be by secret ballot when there is more than one candidate for any office.

Section 5. In the event of a vacancy, a special election will be held to fill such a vacancy. A person elected in this manner shall hold office until the expiration of the term of the officer who is being replaced.

Section 6. PAC Officers shall be elected by a majority of votes cast by the voting quorum.

a) The voting quorum is one in which two thirds of those casting votes shall be parents of children enrolled in the Transitional Bilingual Education Program.

Section 7. Installation of officers shall take place immediately following the election.

ARTICLE VI

Meetings

Section 1. The Parent Advisory Council shall meet on the second Tuesday of each month at 7:00 P.M., subject to change by the Council itself or to postponement by the President and a majority of the Council. Special meetings may be called by the President as needed or by a majority of the members.

Section 2. Five (5) members besides officers shall be present to constitute a quorum for the purpose of transacting business.

Section 3. All meetings of the PAC are to be open meetings unless designated as being Executive. Decisions made in Executive sessions must be presented and voted on at open sessions before becoming effective.

Section 4. The PAC may fix its own rules of procedure, but in the absence of such rules, Robert's Rules of Order, Revised Edition shall apply.

Section 5. All PAC members are to attend faithfully all meetings unless excused by the President.

Section 6. The Parent Coordinator will offer 20-minute training sessions at each monthly meeting.

ARTICLE VII

Amendments

Section 1. These Bylaws may be amended by 2/3 of the vote of those present, 2/3 of which shall be parents whose children are enrolled in the Bilingual Program.

ARTICLE VIII

The Plan for Parental Involvement

Section 1. The Plan for Parental Involvement adopted by the PAC at an official meeting, shall be followed.

Section 2. The Plan for Parental Involvement Calendar shall accompany the Bylaws.

Fall River PAC By-laws (continued)

PAC CALENDAR

June		
(Third Monday)	-	Appointment of a committee to work with the Title VII Program.
	-	Appointment of a committee to interview bilingual/Portuguese personnel related to T.B.E.
	-	Meetings of the committee appointed to evaluate the PAC during the ending school year.
August	-	Newly-elected PAC board and parent coordinator work on plan of activities for year staring in September.
September		
by Sept. 10	-	Appointment of a committee to plan and develop the T.B.E. Letter of Intent and the T.B.E. Program Plan.
From Sept. 11. Sept. 30.	-	Committee meetings to plan and develop the T.B.E. Letter of to Intent.
by Sept. 31	-	Special meeting to consider completed Letter of Intent.
October	-	Informal meeting with school officials.
	-	Additional meetings for parental input to T.B.E. Letter of Intent, if necessary.
	-	Submission of additional training plans by Parent Coordinator to Master PAC.
November	-	Additional meetings for parental input to T.B.E. Letter of Intent if necessary.
December	-	Informal meeting with school officials.
January		
From Jan. 20 to Jan. 26	-	Meetings to plan and develop T.B.E. Program Plan.
By January 31	-	Special meeting to consider T.B.E. Program Plan.
February	-	Additional meeting for parental input to T.B.E. Program Plan, if necessary.
	-	Informal meeting with school officials.
March	-	Additional meetings for parental input to T.B.E. Program Plan, if necessary.
April	-	Informal meeting with school officials.

Source: TBE PAC. Fall River Public Schools TBE Program

WHAT TASKS WILL BE ASKED OF THE PAC?

The Department of Education, Bureau of Transitional Bilingual Education, requires that TBE programs involve the PAC in completing:

- The letter of intent, and
- The program plan.

Before the 1982-83 school year, local programs were required to submit both the letter of intent and the program plan to the TBE Bureau every year. Beginning with the 1982-83 school year, these documents will be submitted to the Bureau every three years. The Bureau sends copies of these documents to PAC chairpersons. An explanation of each document and the PAC's role in completing it is provided below.

Letter Of Intent

The letter of intent is a six-page document which requires local TBE programs to state their initial plans for the development of the TBE program for the coming three school years. Usually a draft of the document is prepared by the TBE program staff in September. By state law, the letter of intent must be submitted to the PAC for its suggestions and recommendations by October 1. Once approved by the PAC, the letter of intent is submitted to the local school committee by November 1 and to the State TBE Bureau by December 1. (For an overall view of planning dates, see the School Year Planning Calendar in Chapter 5.)

The information requested in the letter of intent includes:

Section 1. Procedures and results of the census of limited English-speaking children.

Section 2. Legal redistricting requirements.

Section 3. Anticipated numbers of employees and teaching personnel/student ratios.

Section 4. Integration of limited English-proficient (LEP) children with native English speaking children.

Section 5. Maintenance of services to students transferred to the regular education program.

Section 6. Plans and procedures for transferring students from TBE programs to regular programs.

Section 7. Facilities for limited-English proficient students.

Section 8. Plans for student and program evaluation.

Section 9. Plans for summer session programs.

Section 10. Plans for parental involvement.

Section 11. TBE program budget.

The signature of the PAC chairperson certifies that the PAC has had the opportunity to offer recommendations and suggestions to the letter of intent. This signature is required before the document can be submitted to the State TBE Bureau.

The TBE Program Plan

The TBE program plan is a three-part document which requires local TBE programs to provide statistical information about their programs, and to describe final plans for the development of their TBE program for the following three years.

Usually a draft of the plan is prepared by the TBE program staff in January. The plan is submitted to the PAC for recommendations and suggestions by January 31. The plan must then be submitted to the local school committee for approval by February 28. The approved plan is submitted to the State TBE Bureau by March 31. (For an overall view of the planning dates, see the School Year Planning Calendar in Chapter 5.)

The first part of the program plan is an eight-page document which requires the local school system to provide the following statistical information:

- Population data for the school district;
- Numbers of students, staff and language groups represented by individual schools with bilingual programs;
- Numbers and types of staff positions;
- Budget allocations;
- Numbers of years students have been enrolled in TBE programs for current and past school years; and
- Drop-out rates for TBE and non-TBE students.

The second part of the plan is an eleven-page document which requires the local school system to provide a narrative description of various aspects of the program.

Section I of the narrative requests information about the identification and placement of children of limited English proficiency. Included in this section are:

- Census information;
- Placement testing; and
- Notice to parents of placement in and withdrawal from the TBE program.

Section II requests information about instructional activities. Included in this section are:

- Academic scheduling;
- Extracurricular opportunities;
- Behavioral objectives;
- Full-time program of instruction;
- Curriculum;
- Innovative practices; and
- Integration of limited English-proficient children with native English-speaking children.

Section III requests information about related services. Included in this category are:

- Community coordinators;
- Teacher aides;
- Counselors; and
- Parent participation plans.

Section IV requests information about program administration. Included in this section are:

- Roles and responsibilities of TBE program director/coordinator;
- Staff development;
- Curriculum development;
- Pupil/teacher ratios;
- Grouping patterns;
- Academic credit and grading;
- Facilities;
- Pre-school and kindergarten programs;
- Special education programs;
- Projections for program growth or decline;
- Record maintenance;
- Competencies and certifications of teachers; and
- Local program evaluation plans.

The third part of the program plan is a parent involvement checklist. The parent involvement checklist is a six-page document which requests local school systems and PAC's to verify a school district's compliance with state regulations for TBE parental involvement.

The checklist follows the format of the state guidelines for parental involvement. The PAC chairperson's signature on the parent involvement checklist verifies that the PAC has participated in the activities listed in the state guidelines.

A new regulation that became effective in 1981 states that the Department of Education, Bureau of Transitional Bilingual Education, may require the letter of intent and program plan to be submitted more frequently than once every three years, at the request of parents of twenty or more children of limited English-speaking ability of any one native language group in a school system.

WHAT INFORMATION WILL BE USEFUL?

Information is the key to needs assessment. The PAC will need access to information from students, from the local education agency, from the state education agency, and from the resource organizations listed in the Appendices.

Information Available From Students

Suggestions of the kind of information which students can provide include:

- Students' perceptions of their progress;
- Students' perceptions of the appropriateness of their academic programs;
- Students' perceptions of the quality of the program; and
- Students' needs.

Information Available From The Local School System

Suggestions of the kinds of information which the local school system can provide include:

- Structure and organization of the school system;
- Certification and selection standards for personnel;
- Current collective bargaining contracts with employee unions;
- District and school level budgets (current and proposed);
- Facilities plans (for repairs, renovations, school closings);
- School curriculum, courses of study and academic requirements by grade, subject, and district;
- Standardized test scores (school by school and district-wide);
- Pupil attendance and drop-out figures (school by school and district-wide);
- External evaluations and self-studies of the school or district;
- Support services and special programs available for students and PAC's;
- Discipline, suspension, and expulsion policies and statistics for recent and current years;
- Student scores on standardized achievement tests (by class, school or subject);
- Grading and promotion policies;
- Socio-economic data about the community;
- Ethnic and/or native language data about the community;
- Laws and regulations which affect school programs;
- Defined goals of the school system; and
- Future plans for the school system.

If a PAC has difficulty obtaining information from the local school system, they can ask for assistance from the Massachusetts Department of Education, Bureau of Transitional Bilingual Education.

Information Available From The Bureau of Transitional Bilingual Education, Massachusetts Department of Education

Suggestions of the kinds of information that the TBE Bureau can provide include:

- Statistical data for the state;
- An overview of the TBE programs in the state;

- State requirements; and
- TBE regulations and guidelines.

Information Available From Local And National Resource Institutions

Suggestions of the kinds of information that institutions can provide include:

- Results of national research studies on educational issues;
- Models of innovative programs;
- Issues being considered by Congress; and
- Other institutions with similar concerns.

A listing of these organizations and the services the provide is included in the Appendices.

WHAT COMMUNICATION SKILLS WILL BE USEFUL FOR GATHERING INFORMATION?

Good communication skills are an especially important tool for gathering information that is essential for needs assessment. A first step in gathering information is to determine what information is needed. Then the group must decide what is the best way to collect the particular kind of information.

Several tools are available for collecting information. Written questionnaires are especially useful for getting generalized information from a large number of people. Interviews are useful when more detailed information is required from a limited number of specific individuals. (Both of these techniques are used for conducting surveys.) Observation allows opportunities for the information seeker to put himself in the middle of the particular situation he wishes to understand. Usually, needs assessment requires a combination of these techniques and possibly others. The checklist on the facing page (p.61) is provided as a guide to help the PAC clarify what kind of information is needed, and what is the best way to gather it.

Questionnaires

A questionnaire is a list of written questions that asks people about their feelings, opinions, understandings, or social and economic characteristics (such as income, education and/or ethnic background). Questionnaires are probably the most frequently used tool for doing surveys. They are most helpful when the questions are specific rather than general. One good way to be specific is to provide several possible answers for each question. This way the respondent can check the most appropriate answer. It is also a good idea to leave space for those who might want to make additional comments.

The sample questionnaire on the following pages (pp. 62-63) was used in Salem, a community with a small percentage of bilingual children in the school system. The major purpose of conducting this survey was to find out how much the parents knew about the bilingual PAC. Another purpose was to encourage parents to think about what they could do to start their own PAC.

Information Checklist

Area of Concern:

Why are we gathering information?

What kind of information do we want?

Where can we get the information?

What is the best way to get the information?

_____Questionnaire? _____Interview? _____ Observation? _____ Other

Use the spaces below to list the questions the group wants to ask in questionnaires or interviews, or the things the groups wants to observe.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

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*Source: Adapted from Crowfoot, James E., Bryant, Bunyan I., and Chesler, Mark A., Making Desegregation Work: A Handbook for Parents and Community Groups. Unpublished manuscript.

Sample Questionnaire For Parents

1. Do you think it's important that there be a group of parents to advise teachers and administrators about school services and school problems?

   ___ Yes ___ Maybe ___ No

   Comments:

2. Do you realize that there is supposed to be a parent advisory committee (PAC) for the bilingual education program?

   ___ Yes ___ No

3. Have you ever attended a meeting of the PAC, PTA, or other parent group at the school?

   ___ Yes ___ No

4. Do you know how a PAC functions?

   ___ Yes, I understand it well.

   ___ Yes, I understand a little, but I would like to know more.

   ___ No, I don't understand it.

   ___ It doesn't interest me very much.

   ___ I would like to know more about it.

5. How would you like the PAC and the schools to help you? (Please mark all that interest you.)

   ___ To hold meetings to explain what's happening in the schools.

   ___ To hold informal meetings to offer opportunities to meet and talk with other parents.

   ___ To present workshops about how parents can help children to learn better.

   ___ To present workshops about the philosophy, methods, and results of bilingual instruction.

   ___ To present workshops about how parents can organize to improve schools.

   ___ To make home visits when there are problems at school.

   ___ Other ideas (please add any other ideas about how you would like the PAC to help you).

6. In what ways could you or would you like to help the PAC and the bilingual program?

___ Attend meetings.

___ Help to organize meetings.

___ Serve as a volunteer in the schools.

___ Serve as a member of the PAC.

___ To make contacts with other parents.

___ To help to present workshops about how parents can help children to learn better.

___ To help present workshops about how parents can organize to improve schools.

___ Other ideas (please add any other ideas about how you could help the PAC and the bilingual program).

7. What would prevent you from participating in PAC activities or parent groups?

___ Work conflicts.

___ Lack of child care.

___ Lack of transportation.

___ I'm not interested.

___ Other

8. Would you like to add any other comments about the PAC or about relations between the schools and parents?

Interviewing

Interviewing is a formal way of asking questions to seek information. The interviewer usually has a set of written questions that are asked orally. The instrument can be the same as or similar to a questionnaire. The interviewer is usually free to ask additional questions to get the information wanted. As the PAC continues to assess the needs of the school system, the TBE program, and the council, members may want to develop skills in interviewing. The suggestions below can be used as an interview guide.*

- When requesting or beginning an interview, introduce yourself and state the purpose and length of the interview.
- Assure the respondent that his/her replies will be kept confidential.
- Conduct interviews privately so the respondent will be comfortable speaking freely.
- Keep questions brief.
- Limit questions to a single idea.
- Indicate that opinions conflict on the subject. For example, say, "Some people think the administration is supportive of the bilingual program and others do not. What has been your experience?"
- Briefly display understanding and interest. For example, say "I see," "um-hum," etc.
- Pause to give respondent time to add ideas.
- Use neutral, open-ended questions such as "Could you tell me more about it?" or "Why do you feel that way?"
- Be sure to record the basic identifying information such as name, position, and school of respondent.
- Know the purpose of each question so that you can easily identify and record the significant aspects of each response.
- Make it clear that you take the interview seriously.
- Show interest in what the respondent is saying.
- Do not show your own attitude on the subject matter or indicate approval of disapproval.
- Thank the respondent for his/her time and cooperation.

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*Source: Adapted from an interview guide developed by Gretel Clark, Bilingual Specialist, Northeast Regional Education Center, Massachusetts Department of Education.

Observation

Observing what happens in a situation is another useful way to gather information. Suggestions for PAC members who will be observing include:*

- Write down facts rather than experiences.
- Ask for information about the background of the scene being observed.
- Describe the surroundings.
- Describe actions and behaviors precisely and accurately.
- Ask for information from other reliable observers (example: teachers or other parents).
- Observe a typical session rather than a special session.
- Avoid getting involved in the situation.
- Avoid forming opinions before the observation.
- Draw conclusions that come directly from what has been observed.

Presenting Information In Usable Form

Once information has been gathered, the PAC will want to present it in a form that makes it easy to understand and use. Suggestions for doing this are in the guidelines on the next page (p. 66).

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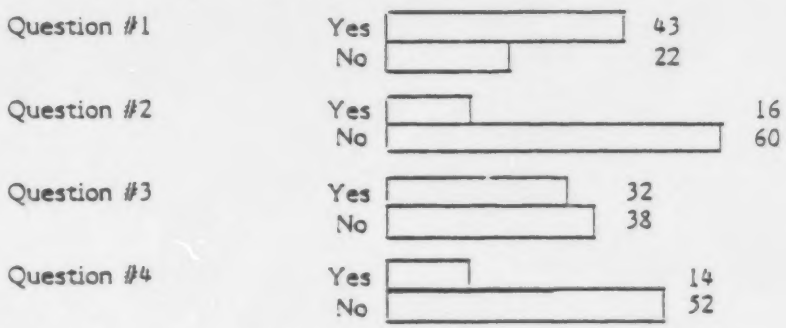
*Source: Adapted from Ferreira, Joseph, and Burges, Bill. Collecting Evidence: A Layman's Guide to Participant Observation. Institute for Responsive Education, 1976.

Guidelines for Presenting Information

1. Use simple tables with rows and columns representing the numbers of people who answered a question in different ways. For example, a table that shows how people answered survey questions may look like this:

	YES	NO
Question #1	43	22
Question #2	16	60
Question #3	32	38
Question #4	14	52

2. Use simple bar graphs. The information in the table above would look the following way using a bar graph.



3. Reduce lengthly answers, or multiple choice questions to Yes-No form, so that tables are easier to read.

4. Present percentages of people who answer in different ways.

5. Report the data for the most important items or issues, not for all the questions asked.

6. Use examples or quotes that can help provide a flavor of the answers, and convey meaning more effectively than can numbers or percentages alone. But do not place these statements in the table; keep tables simple.

7. Following the tables and/or examples, present your interpretation of the meaning of the data.

8. Be sure to connect the information presented to alternative programs or actions.

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*Source: Adapted from Crowfoot, James E. Bryant, Bunyan I., and Chesler, Mark A. Making Desegregation Work: A Handbook for Parents and Community Groups. Unpublished manuscript.

WHO ARE THE SCHOOL OFFICIALS WITH WHOM THE PAC WILL WORK? WHAT DO THEY DO?

The PAC will work with several different school officials, each of whom plays a different role. Some of these are:

- The School Committee;
- The Superintendent;
- The TBE Director/Coordinator;
- Building Principals; and
- Teachers.

The School Committee

A school committee is similar to a PAC, except that it has more responsibility and authority. Members of the school committee are citizens who are elected to their positions by the voting citizens of the community. School committees set general school policy consistent with state and Federal laws for education. They hire the superintendent and approve all staff appointments. They also approve and decide upon the school system's annual budget. A school committee is similar to a board of directors. Their job is to ensure that the school system is managed to the benefit of students, parents and taxpayers in the community.

The Superintendent

This individual is responsible for administering the community's entire school system. This includes business matters, personnel, school property, budgets, property maintenance, curriculum, etc. A number of assistants help the superintendent to administer the school system. The number and roles of assistants varies with the size of the school system. Assistants often have the titles of Assistant Superintendent, Associate Superintendent, Deputy Superintendent. Usually, these assistants have specific areas of responsibility such as curriculum; planning, research and evaluation; elementary programs; secondary programs; etc. Usually, the Superintendent is the most powerful person in the school system.

TBE Program Director or Coordinator

This person is the chief administrator for TBE programs throughout the school district. Usually, the PAC will have most of its contact with the TBE Director.

Building Principals

A principal is the chief administrator of a specific school building. Sometimes one principal has responsibility for several buildings. The principal is responsible for all personnel, curriculum, and students in the building(s) to which she/he is assigned. Usually, principals have considerable power within their building(s).

In a large building, the principal may have assistant principal(s) to help with assigned responsibilities.

Teachers

Teachers are the school system employees who instruct children in their classes. They usually have the most direct contact with students. Most teachers do not have administrative functions.

State certification standards for bilingual teachers require that they be fluent in another language in addition to English. They must also be familiar with other cultural backgrounds. Understanding of other languages and cultures is required for TBE teachers in Massachusetts in addition to the standard training and experience required for teaching certification in Massachusetts.

HOW CAN THE PAC WORK BEST WITH SCHOOL SYSTEM ADMINISTRATORS?

It is sometimes difficult for PAC's and school administrators to work together comfortably. Working together provides benefits and risks both for PAC's and for administrators. Some of these are summarized in the chart on the facing page (p. 69).

Some suggestions for do' and don'ts in meeting with school administrators are on page 70.

Benefits and Risks for Councils and Administrators

For Councils	For Administrators
BENEFITS	
• Administrators can provide access to information about the school.	• A council can provide access to information about the community.
• Administrators can translate educational "jargon".	• A council gives political, emotional and physical support.
• Administrators can provide direct lines of communication with the school.	• A council assists in solving problems.
• Administrators can add to importance of council's role.	• A council provides a testing ground for ideas.
• Administrators can provide a tie to teachers and the superintendent.	• A council can help to break down "we/they" barriers.
	• A council can share responsibility for important decisions.
RISKS	
• Administrators tend to control PAC's.	• Time demands.
• Administrators sometimes exploit PAC's.	• Few rewards for extra effort from superiors.
	• Conflicting expectations about what should be done.

Source: Adapted from Alson, Allan, and Morris, Richard. Principals and Councils: Partners, Adversariers, or Strangers? Working Papers: Community Councils, No. 3. Institute for Responsive Education.

Suggestions for Meeting with School Officers

When meeting with officials,

DO:

- Appoint several people as spokespersons to present the case;
- Practice arguments beforehand;
- Write down the points to be discussed before the meeting and stick to those points;
- Appoint a member to take notes;
- Build arguments carefully and be prepared to support each other;
- Answer unanswerable questions with another question; and
- Trust your own feelings on the issues.

DON'T:

- Allow yourself to be intimidated by complicated figures and language;
- Let the official distract you from your purpose;
- Permit the official to tell you what somebody else should or should not be doing about the problem--that's not why you came;
- Feel you need a large group to be effective--wo or three vocal, determeined people can get the job done; and
- Leave the office until you've talked to the person you came to see, not an assistant.

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*Source: Adapted from Do's and Don'ts for Meeting With Officials, Parents Union for Public Schools in Philadelphia, 401 North Broad Street, Philadelphia, Pennsylvania 19108.

WHAT RESOURCES WILL BE USEFUL?

The PAC's most important resource during this stage of development is information. Information allows the PAC to understand the function, problems and needs of children, parents, and the TBE program.

Other resources which continue to be important to the PAC's development during this stage are:

- Community contacts made as the PAC was being established;
- The PAC coordinator;
- School system administrators; and
- The PAC budget.

WHAT PROBLEMS CAN BE EXPECTED?

Bilingual PAC's in Massachusetts have found that several problems are likely to occur at this stage of development. Solutions to these problems are difficult and are often different for each group. Some ideas that have helped other PAC's to alleviate these problems are suggested.

1. Open Membership. Because all parents of children in TBE programs are welcomed at PAC meetings, members find it difficult to maintain continuity. For example, parents who are attending for the first time may bring up issues that were discussed in previous meetings; or parents may not understand the background of an issue that is discussed again.

It may help to call parents who have attended previous meetings to ensure that there will be a mixture of new and old members at each meeting. Try to encourage newcomers to attend as many meetings as possible.

Sending copies of minutes of previous meetings and/or reading the minutes at the beginning of the meeting should also help to alleviate the problem.

2. Parents are asked to sign documents without real involvement in their development. Many PAC's feel that school officials want only their signature on official documents, but not their ideas on how the TBE program can be improved. (This is called "rubber-stamping.")

PAC members may want to make suggestions to program staff before plans are developed. The PAC can also take the initiative to request program staff to attend a PAC meeting to discuss TBE program plans.

3. School officials resist PAC initiatives. Some PAC's feel that their ideas and suggestions are resisted by school officials. One of the best ways for a PAC to gain the respect of school officials is to call upon the community support which has been developed previously to assist the PAC. School administrators are likely to have greater respect for a PAC that has and uses such support. The idea of building a base of community support is discussed in greater detail in Chapter 2.

4. Translation and use of several languages. Because bilingual PAC's often include members from multiple language and cultural groups, they must deal with the problems of language and cultural differences. Misunderstandings occur frequently when using only one language. Translation increases the likelihood of misunderstanding. While simultaneous interpretation may make it easier to understand the conversation, it may also prevent members from recognizing a misunderstanding when it does occur. The same problems occur if the group chooses to use English as the primary language for meetings. Even when all members fully understand the words used, there are likely to be unrecognized cultural differences which interfere with group understanding. Understanding the nature and extent of the language problem may be the most useful step in controlling it. Exercises in cross-cultural communication are often useful for groups experiencing problems caused by language and cultural differences. The exercise on pages 46 & 47 is a good starting point. Other resources are suggested in the bibliography at the end of this chapter.

WHAT HAS HELPED OTHER PAC'S TO BE SUCCESSFUL AT THIS LEVEL?

Some of the important factors discussed in this chapter that have helped PAC's to be successful at this level of development include:

- Access to reliable information;
- Good leadership training; and
- Good working relationships with school officials.

ADDITIONAL RESOURCES

Needs Assessment

Collecting Evidence: A Layman's Guide to Participant Observation. Joseph Ferreira and Bill Burges. 1979, second printing, 24 pp. This guide is designed to assist citizen groups and students who want to do first hand investigation of issues concerning them. (2.75). Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215

Facts and Figures: A Layman's Guide to Conducting Surveys. Bill Burges. 1979, second printing, 125 pp. Community surveys can aid informed citizen participation and action research; they can be used to stimulate change and community action. This "how-to" manual discusses surveys and their purposes, interviewing techniques, fact collection, and analysis. Provides case studies and sample questionnaires. ($4.25). Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215

Facts for a Change: Citizen Action Research for Better Schools. Bill Burges. 1979, second printing, 125 pp. Fact-finding becomes community action when the people most affected define the issues, get the facts, and act for a change. Facts for a Change shows citizens' groups how to get the facts they need to create dialogue and make proposals about important issues. An ideal text for action-oriented urban affairs or civic education classes at the secondary and post-secondary levels. For citizen groups, it is a guide to informed community action. ($5.00). Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215

Group Function

Developing Leadership for Parent/Citizen Groups. Kuykendall, Crystal. Columbia, Maryland: A Parents' Network Publication of the National Committee for Citizens in Education, 1976. This is a companion to Parents Organizing to Improve Schools. It is most useful to groups that are thinking about training because it clearly spells out standards for leadership and group effectiveness. It includes a helpful leadership quiz that can identify the strengths and weaknesses of individual group members in order to identify what needs to be learned. It is useful for planning and conducting training. ($3.50). Available from:

The National Committee for Citizens in
Education, Suite 410, Wilde Lake Village
Green, Columbia, Maryland 20144

A Manual of Structured Experiences for Cross-Cultural Learning. Weeks, William H., Pederson, Paul B., and Brislin, Richard W. (editors) Washington, D.C., SIETAR, 1977. Available from:

Society for Intercultural Education, Training and Research
1414 Twenty-second Street, N.W.
Washington, D.C. 20037

Training for the Cross-Cultural Mind. Casse, Pierre. Washington, D.C. SIETAR, 1980. Available from:

Society for Intercultural Education, Training and Research
1414 Twenty-second Street, N.W.
Washington, D.C. 20037

Sources Of Information

A Guide to Sources of Educational Information. Woodbury, Marda. Washington, D.C., Information Resources Press, 1976. A comprehensive guide written by an educational librarian about where and how to find every type of information related to education. It contains detailed descriptions of more than 700 resources as well as information about where to locate them and how and when to use them.

Chapter 4

Increasing PAC Effectiveness

ACTION PLANNING AND INSTITUTIONALIZATION

To increase effectiveness, the PAC will need to do two important things: take effective action and establish itself as a permanent component of the TBE program. (Establishing permanency is usually called "institutionalization.") Throughout its earlier stages of development, the PAC has been striving toward these goals. Carefully planned action and institutionalization are the means of assuring that the PAC becomes an important component of the educational process.

All the communication, information gathering, and personal relations skills that PAC members have learned in previous stages of PAC development will be useful in planning and taking action at this stage.

Institutionalization, or the establishment of the PAC as a permanent body, is also very important. Research on many different levels of PAC's indicates that when parent councils become permanent parts of school programs they begin to produce important beneficial effects. Activities which can help the PAC to achieve these goals can be considered at this level of development. Suggestions for new activities include:

- Writing and disseminating a newsletter for all parents;
- Using local newspapers, radio and television stations to provide information to more people; and
- Organizing training workshops for parents.

WHAT PLANNING SKILLS WILL BE USEFUL?

When the PAC has assessed needs and defined problems, it will need to make plans to deal with them. Useful steps in doing this are:

- Setting goals;
- Developing realistic expectations; and
- Developing proposals.

Setting Goals

Setting goals means choosing among alternatives. To do this, the PAC needs to decide which goals are more important (have a high priority) and which are less important (low priority). It may help to make a listing using the form on the facing page (p. 77).

In a discussion, list 5 - 10 possible goal statements. Each person in the group can check the boxes which best describe his/her personal opinion of the importance of each goal. The group members can compare and discuss these rankings to decide on goals for the PAC.

Developing Realistic Expectations

For each goal the group sets, it is helpful to analyze the factors that might help or hinder goal achievement. It may be helpful for the group to list the positive (helping) factors and the negative (hindering) factors.

A useful checklist for looking at these factors is on page 78.

Understanding which factors help or hinder goal achievement can help the PAC to make a realistic plan.

Availability of needed resources is another realistic concern. Does the PAC have the needed resources to do a job? If not, can they get them? The checklist on page 79 can be used to check the group's resources.

In this example, the speaker is probably the most essential ingredient. The group will need to find out if the desired speaker is available. If not, the goal may or may not be realistic. The group will need to consider alternative speakers or perhaps an alternative way to discuss the issues.

Goals Checklist

Alternative Goals	Very High Priority	High Priority	Average Priority	Low Priority	Very Low Priority

Source: Adapted from Facts For A Change, Bill Burges. Institute for Responsive Education, Boston, Massachusetts, 1976

Expectations Checklist

+ Helping Factors	- Hindering Factors

For example, if the goal is to improve attendance at the next PAC meeting, the list might look like this:

+ Helping Factors	- Hindering Factors
1. Parents are concerned about a specific issue.	1. The weather is extremely cold.
2. The PAC can provide transportation.	2. There might be a snowstorm.
3. The PAC can provide child care.	

Source: Adapted from Facts For A Change, Bill Burges. Institute for Responsive Education, Boston, Massachusetts, 1976.

Reality Checklist

Goal _____

Resources Needed	PAC Has It	Can Probably Get It	Might Be Able To Get It	Likely Source	Probably Can't Get It

For example:

Goal: To hold a meeting to discuss special education.

Resources Needed	PAC Has It	Can Probably Get It	Might Be Able To Get It	Likely Source	Probably Can't Get It
Speakers re: Spec. Ed.		X		Local Univ.	
Room	X			Local School	
Trans-portation	X			Parents' Cars	
Refreshments	X			Parents Bring Them	

Source: Adapted from Facts For A Change, Bill Burges. Institute for Responsive Education, Boston, Massachusetts, 1976.

Developing A Plan

The PAC may find it useful to outline its plans. A sample outline format is provided below.*

OUTLINE

Need for Change

Facts Supporting the Need

Statement of Goal(s)

Actions Recommended to Accomplish Goal(s)

Strategies to Achieve Recommendations

Concluding Statement

Other sources of information on planning are listed at the end of this chapter.

WHAT COMMUNICATION SKILLS WILL BE USEFUL?

As the PAC reaches this level, members may want to develop skills in using local media such as newspapers and TV/Radio stations.

A first step in doing this can be to call newspapers, and TV and radio stations to ask about their policies regarding broadcasting public information announcements, and covering events held by the group. It will be useful to establish contact with the person who handles the type of news and items the PAC may be providing. The group can keep a record for each station or newspaper that would include the following information:**

- Addresses and phone numbers;
- Type of audience it reaches;
- News and public service policies; and
- Special programs or columns that might offer coverage for the PAC or TBE program.
- The person to whom press releases or other messages should be sent. (This might include public service directors, assignment editors, city desk editors, reporters, producers. When any of these people help you, thank them. They need encouragement and feedback as much as you do.)

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*Source: Adapted from Facts For A Change, Bill Burges, Institute for Responsive Education, Boston, Massachusetts, 1976.

**Source: Adapted from Laurie Beckelman, in Words, Pictures, Media, Lloyd Prentice. Institute for Responsive Education, Boston, Massachusetts, 1976.

News Releases

A news release is an announcement of anything that is new within an organization. This can include announcements of meeting dates and special programs. These guidelines will help PAC members to write good news releases.*

- State news clearly and briefly.
- Begin with the who, when, what, where and why of the message.
- Include all relevant information with the most important item introduced first and then proceed to minor items.
- Type the news release on 8-1/2" by 11" paper, double spaced.
- Use letterhead paper when available.
- Include the PAC's official name (Bilingual Parent Advisory Council of _____, the name of a PAC member who can provide more information if needed, the full address and a phone number.

Public Service Announcements

Non-profit organizations can get free 10-second, 30-second, or 60-second spot announcements on radio or television. To qualify for public service time the organization must:*

- Be non-profit.
- Must not have advertising funds available available or use paid media.
- Must not make political announcements.
- Must be credible in the judgement of station management.

Each station has its own public service policy and standards. Contact the public service directors of the stations in your area to find out how you can take advantage of public service time.

Information about other sources of information about using media resources is provided in the bibliography at the end of this chapter.

Community Newsletters

Newsletters are an inexpensive and easy was to provide information to parents in the community. A newsletter is a letter that tells what has been happening in the schools and what is planned to happen. It can be one page or many pages, depending on the group's needs and resources. It can be duplicated, mimeographed or photocopied onto standard size paper and sent home with students or mailed to parents.

A sample newsletter from the Boston Public Schools, District I, follows on the next six pages (82 - 87).

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*Source: Adapted from Laurie Beckelman, in Words, Pictures, Media, Lloyd Prentice.

EL GRITO DE LOS PADRES

SUB PAC HISPANO DISTRITO 1

Vol. 4 No. 2 Abril 1983

SUB PAC EN BRIGHTON HIGH

Los padres se reunieron en Brighton High School para atender situaciones y problemas de esa escuela. También conocimos a la nueva directora, Sra. Juliette Jonnson, a Jim O'Connor y maestros. Recorrimos el edificio, visitamos salones y recibimos un entrenamiento sobre la ley 1431 y el Plan LAU, el que fue conducido por Millie Ruiz, miembro del [illegible] Departamento bilingüe.

Los estudiantes Rafo, Edwin y Blanca, miembros de nuestro Sub-PAC participaron en el entrenamiento. Este les ofreció a ellos una información clara del proceso correcto que debe seguirse para incorporar a un estudiante al programa bilingüe sin que el estudiante [illegible] su participación en sus estudios.

Brighton High sigue siendo objeto de atención especial para nosotros los padres. Creemos que si a través de diferentes métodos y esfuerzos logramos la atención de nuestros muchachos hacia su educación, los pequeños tendrán un buen ejemplo que copiar. Y no solamente nosotros trabajamos en ese esfuerzo sino también el Superintendente del Distrito que "no sale de ahí", según comentarios que escuchamos. Además el equipo de maestros bilingües de la Brighton High son maestros de vocación. Nada sucede automáticamente. Para lograr cambios hay que trabajar. Cada uno aportando su granito. Padre, Madre, haz tu parte. Nosotros como grupo hacemos la nuestra.

La Sra. Gutiérrez, con el profesionalismo que la caracteriza conduce su clase de Biología.

Continuamente más y más estudiantes que decidieron abandonar la escuela a los 16 años están regresando. Vienen pidiendo orientación.

TODAVIA HAY ESPERANZAS PARA ELLOS Y PARA LOS QUE ESTAN EN LA ESCUELA EN ESTE MOMENTO. ¿LO CREE USTED? NOSOTROS ASI LO CREEMOS.

Captando la atención no sólo de los estudiantes sino también la de los padres que estuvieron presentes en su salón. Nosotros seguimos diciendo que "el maestro hace la diferencia".

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Millie Ruiz en compañía de parte de los miembros del Sub-PAC. Millie es la Especialista de Padres, a nivel Central para el Proyecto 616. Padres del Distrito I agradecen a ella toda su ayuda, asistencia técnica durante este año.

REACCIONES DE LOS PADRES

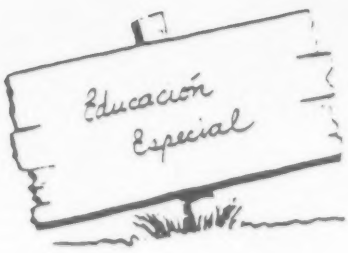
Bajo la hábil dirección de Millie Ruiz, quien viene desarrollando una magnífica labor este año, se están realizando una serie de talleres de entrenamiento para padres.

Grupos de padres chinos, haitianos, griegos, camboyanos, laocianos, vietnamitas, italianos e hispanos nos damos cita viernes tras viernes para recibir información y participar activamente en estos talleres. El que no entienda lo que está pasando al entrar a una de nuestras reuniones, verá que nos sentamos por grupos linguísticos. Y esto es necesario para poder ser asistidos en cuanto al idioma. Cuando es necesario, nuestros Coordinadores de la Comunidad traducen el texto del entrenamiento. Pero nuestra unidad va más allá de estar sentados juntos. Es una necesidad que tenemos en común por una educación de calidad para nuestros hijos. Nuestros ojos han sido abiertos aún más al hecho de que no estamos solos, a través de la interacción que hemos tenido en estos talleres.

De vez en cuando la reunión parecía sacramental pues Millie o el conductor del taller hablaba en inglés y luego alrededor de once lenguas distintas eran interpretadas. En realidad es casi como una oración para pedir lo que los estudiantes se merecen. La foto de arriba muestra a parte de los miembros de la directiva de nuestro sub-PAC junto a Millie Ruiz, la Especialista de Padres a nivel de ciudad.

TALLER DE NUTRICION

Fue un impacto tremendo el realizar cuan importante es la alimentación de un niño en su funcionamiento escolar. Un niño dormido, que no ha tomado desayuno, no tiene tantas fuerzas para estudiar. A lo mejor el problema sicológico, que detectan los maestros en los niños, no es otra cosa que hambre o desnutrición. Muchos padres dirán: "Pero si mi hijo come". Pero lo importante es lo que come. Un saquito de papas, refresco y chicle en realidad es un problema. Es un problema económico porque cuesta caro. También es un problema afectivo. Cuando el padre prepara algo en casa aunque sea algo sencillo pero balanceado, le está diciendo al nene: "Te quiero mucho". En práctica, "Quiero que estás saludable y con energías, sin dolor de cabeza ni mareos. Cuidamos ésto tan importante que a lo mejor el problema no es sicológico sino más bien es uno de desnutrición.



Padres y Madre: Si usted cree que lo sabe todo sobre educacion especial, escuche ésto último y si despues de leer la advertencia que como madre y miembro del Consejo de Padres (Sub-PAC) de este distrito yo voy a hacerle, si después de leer, USTED que tiene su hijo en Educación Especial y USTED que tiene uno que lo van a evaluar y USTED que está recibiendo cartas de la escuela advirtiéndole que su hijo tiene problemas y esta ignorando esos avisos. Si usted no está investigando y participando, asistiendo a las conferencias para saber a donde va a "parar" su hijo con ese "Plan Educacional" y está consintiendo firmando documentos en inglés o español pero sin saber lo que está firmando, con todo respeto quiero decirle que usted no está ayudando en nada su hijo y sus resultados de esas decisiones pueden ser serios. Como madre y miembro de la organización mi posición es al lado de ustedes como padres de los intereses de los estudiantes suyos y míos y no estoy en defensa de ningún sistema. Le hago las siguientes advertencias:

PRIMERO: No firme ningún documento para colocar a su hijo en un programa, si antes usted no ha tenido la debida orientación. Si esta documentación viene en inglés, DEVUELVALA y exija que se la traduzcan. Son sus derechos bajo la Ley 71A.

SEGUNDO: Si ya firmó y esta noticia le ha llegado tarde. Si su hijo está actualmente en un Programa Especial, observe cuidadosamente si él está recibiendo beneficio de este programa, si ha mejorado. Si usted no está satisfecha con los resultados, PIDA UNA REVISION DEL CASO. Siempre usted tiene derecho a hacerlo.

TERCERO: Usted tiene derecho a tener copia de todo el archivo de su hijo. Si lo considera necesario, PIDALO.

CUARTO: Cuando asista a una conferencia, EXIJA, que el sicólogo sea uno de habla nativa. No cuente su situación o problemas a alguien que le interprete mal. Solamente personas en quien usted tenga absoluta confianza que está dando la información correcta. USTED tiene este derecho.

QUINTO: Si su hijo estuvo en un Programa Especial y ya terminó la ayuda que necesitaba, esa información no hace falta en el expediente. Pida que sea destruída frente a usted para evitar que sea utilizada incorrectamente en futuros casos.

Hemos aprendido a no tener miedo a utilizar los servicios especiales pero sí estamos alertas para que estos servicios no nos usen a nosotros.

Cualquier violación relacionada con sus derechos como padre y los de su hijo, estamos en la mejor disposición para ayudarle. Recuerde que el Sub-PAC es una rama de una organización de Padres bajo la Ley 71A la cual representa a usted en sus derechos y cuenta con asistencia legal y los servicios de dos abogados.

No tenemos que recordarle que todos estos derechos solamente pueden ser mejor ejercitados si usted hace su parte de mantenerse en constante comunicación con la escuela y los maestros de sus hijos.

PROXIMA ACTIVIDAD	SEMANA DE LA EDUCACION Mayo 2 - 6

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Programas Ocupacionales

Otro de los talleres se celebró en el Centro de Recursos Ocupacionales (O.R.C.) donde recibimos orientación de los diferentes programas que este centro ofrece a los muchachos de la escuela secundaria.

Queremos hablar directamente a todos los padres de niños en la escuela intermedia acerca de lo efectivo que sería para ustedes visitar el Centro de Recursos Ocupacionales. Sería muy bueno el que fueran con sus hijos donde recibirían orientación sobre las posibilidades para el futuro de sus hijos. Sabemos que todos los niños no van a ser médicos, ingenieros o abogados, ya sea porque no tienen las destrezas necesarias para estas profesiones o simplemente porque no les interesa estos campos.

Pero el Centro Ocupacional ofrece diferentes oportunidades. En el noveno grado, los estudiantes pasan un tiempo explorando distintas áreas hasta tener una idea de que es lo que les interesa. Cuando hay un especial de ropa o algún festival, nosotros tenemos la costumbre de preparar a los muchachos para estas cosas. Pues de igual forma la mente de los muchachos debe ir siendo acondicionada desde ahora a pensar en su futuro. Esta es la mejor forma de arrejar con las dificultades de esta edad.

No le machaques lo que está haciendo mal. Preséntale otras alternativas de cosas en las cuales puede estar ocupado. Tenemos en el Centro Ocupacional a la Sra. Tomasa Cervantes, Coordinadora Bilingüe, quien es hispana y sensitiva a las necesidades de nuestros muchachos. No te mates la cabeza dando vueltas al problema. Busca alguna solución. Si necesitas más información, llámanos. ESTAMOS ACA PARA AYUDARTE.

E. S. L.

Vietnamitas, camboyanos, laocianos y otros grupos participan junto a sus coordinadores.

En este taller compartimos nuestra propia experiencia de como hemos sido expuestos al idioma inglés. Aparentemente por la información compartida, a los hispanos les resulta más lento el aprender inglés. Sin embargo, al discutir el asunto como grupo, entendimos que nuestra posición y situación política es diferente a la de otros grupos.

Nuestra posición es una de lucha por mantener Programas Bilingües Multiculturales y no meramente programas de E.S.L. Los términos "inmersión" y "submersión" cobran un nuevo interés para nosotros. No es lo mismo meterte dentro del inglés de cantazo que el de ir paso a paso a través de un Programa Bilingüe, donde se mantenga el idioma y no se perjudique al estudiante en lo que ya ha adquirido.

Participamos además en este taller de diferentes actividades y métodos de aprendizaje para inglés como segundo idioma. Seguimos deseando aprender inglés pero velando cuanto va a costar.

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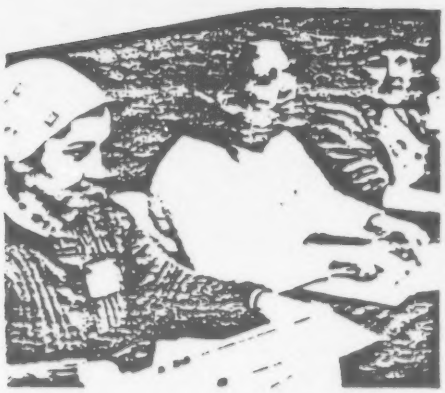
Como Crecen los Niños



Otro de los talleres en el cual hemos participado y que creó un gran impacto entre nosotros fue el de "Como Crecen los Niños". Se bregó con el desarrollo del niño, sus métodos de aprendizaje y las diversas formas de aprender.

Entendemos claramente que los niños no aprenden solamente de la información que reciben, sea visual o auiitiva, sino también por modelos. Qué conflicto tan terrible para un estudiante cuando se le exige que haga algo y quien se lo está exigiendo está haciendo exactamente lo contrario. Es una provocacion. Exigirle respeto a un niño cuando uno no lo respeta a él, es una provocación. Veamos el caso de las autoridades escolares. Exigimos que los estudiantes respeten la propiedad y ciertas reglas de limpieza en las escuelas. Y he aquí que los edificios de las escuelas [illegible]tán en desorden y sucios". ¿Qué van a mantener? A uno no le da deseos de seguir echando papeles y juntar papeles a algo que ya es un basurero.

En este taller hicimos las mismas actividades que hacen los nenes. Hacer pandaretas, un ábaco, etc. Mientras trabajábamos pensábamos en nuestros niños. Ha sido una gran experiencia para nosotros. Llevamos varias cosas construídas por nosotros mismos para nuestros hijos. Y para muchos de nosotros, tenemos que reconocer que es la primera vez que hacemos algo para ellos con nuestras manos.

Elecciones MPAC

Hay personas que creen que el no saber inglés hace a uno un "handicap" pero eso está muy lejos de ser la verdad.

Así se expresaron los miembros del Sub-PAC en medio de una reunión informal que se llevó a cabo para la preparación de los artículos para este periódico, al preguntarles sobre su reacción a las últimas elecciones del Master PAC el pasado mes de febrero.

Estuvieron buenas, siguieron diciendo, a pesar de que esperábamos mayor número de padres. Pero un buen liderato no siempre comienza con mucha gente. El ambiente fue uno de confianza, en el cual los padres libremente pudieron ejercer su derecho al voto y expresarse, aún aquéllos que tienen limitaciones con el inglés. Los que no hablan inglés fueron asistidos por sus respectivos coordinadores.

A nombre de los padres del Distrito 1, felicitamos a todos los padres electos para este año. Apreciamos la ayuda de los que hasta la fecha ocuparon las posiciones y le decimos a nuestro presidente, Sr. Necker Objio, que Usted no está solo. La familia bilingüe es grande. Adelante, que sus limitaciones en inglés no lo hacen un "incapacitado". Al contrario le crea mas conciencia de nuestras necesidades. Recuerde que ningún funcionario del Comité Escolar, comenzando con el Superintendente, se dirige a nosotros en nuestro idioma, sino que usa interpreces. Los grandes líderes no lo son por los idiomas que hablan sino por la capacidad para liderar y representar a otros. ADELANTE.

Miembros del Sub-PAC, Distrito 1

Semana de la Educación

La Semana de la Educación se origina en los Estados Unidos en 1920. El Presidente Wilson proclamó la Semana Escolar del 5 al 11 de noviembre. El Gobernador Arthur Yager lo hizo en Puerto Rico y fue el Comisionado de Instrucción el encargado de determinar las actividades para su celebración. El propósito de esta semana es el de dar a conocer la labor de la escuela en beneficio de la comunidad con miras a conseguir el apoyo público en su tarea. El interés de la comunidad hacia la escuela pública es de vital importancia en la formación de ciudadanos útiles y responsables.

Más tarde una ley declara como DIA DEL MAESTRO el primer viernes de mayo. Esta ley estipula, entre otras cosas, que el objetivo es crear y renovar en la comunidad, así como en el alumnado, cabal conciencia de la importancia de la labor que la sociedad ha encomendado al maestro en nuestro sistema educativo. La Semana de la Educación fue transferida luego al mes de mayo, de manera que el día del maestro sea el que culmine las actividades que se llevan a cabo durante esta semana.

Se destacan en esta semana los logros obtenidos por los estudiantes y la escuela a nivel local durante el año escolar. La comunidad participa visitando la escuela. Se hacen exhibiciones de los trabajos de los estudiantes y se premian sus aportaciones. Este año el Sub-PAC Hispano del Distrito 1 se prepara para liderar uniéndose a la celebración de esta semana, motivados por los mismos objetivos: CREAR Y RENOVAR EN NUESTRA COMUNIDAD ASI COMO EN EL ALUMNADO, CONCIENCIA CABAL DE LA IMPORTANCIA DE LA EDUCACION. Usted recibirá más información sobre este próximo evento a través del correo. Esté atento.

El Grito de los Padres
50 Beechcroft St.
Brighton, MA.

Source: Hispanic Sub-PAC. District 1. Boston Public Schools TBE Program

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Workshops For Parents

To establish the PAC as a permanent component of the TBE program, it is important to provide skills training to new parents who will become future leaders of the PAC. One useful way to provide such training is to conduct workshops on subjects of interest to the community.

Workshops are usually most successful if they are a joint effort of the school system and the PAC. The school system has many resources for educational workshops including experienced teachers, classroom facilities, and various types of equipment. However, PAC members and their experiences are often the most valuable resources available to other parents.

Subjects for workshops can be chosen on the basis of a needs assessment conducted among the parents in the bilingual community.

Other useful references for developing workshops are included in the bibliography at the end of this chapter.

HOW CAN THE PAC IMPROVE ITS EFFECTIVENESS?

Once again, self-evaluation is the key to improving the PAC's performance. The checklist on the facing page (37) is especially appropriate for the action planning stage. The PAC can add any other items that it feels are appropriate for the specific group or specific task.

WHAT TASKS WILL BE ASKED OF THE PAC?

The state TBE guidelines state that school systems should involve parents in conducting an annual internal program evaluation or audit (the annual review). Additionally, the law requires that PAC's meet with local school committees at least once a year.

The Annual Review

The annual review is an evaluation of the local TBE program conducted by the school system. (The state also audits programs periodically.) The state TBE law requires that an audit committee composed of one or more representatives each from the school administration, the TBE program, and the PAC be established to plan the review.

Usually, the review committee will focus on two, three or four specific areas of concern to the TBE program. They will then plan their evaluation design, conduct the evaluation, and make recommendations to the TBE program's and school system's administrators.

The evaluation is a form of needs assessment. The strategies and instruments used are often the same as or similar to those discussed in Chapter 3.

Self-Evaluation Checklist

	YES	NO
1. The PAC's plan has widespread support because the right people have been involved in making it.		
2. The parts of the plan make sense in relation to one another. Example: problem definition → goals activities → evaluation part 1 → part 2 etc.		
3. The plan meets all state, district, and other requirements.		
4. The PAC hasn't focused so much on recording statistics that it's lost track of what is important.		
5. The evaluation techniques to be used won't require heavy record keeping.		
6. The PAC expects to revise and update the plan based on new information (from experience and evaluation) on: _____(date)		
7. The PAC can start carrying out the plan immediately without confusion about who will do what.		
8.		
9.		
10		
11.		
12.		

Source: Adapted from Jean Rosaler, How To Make The Best School Site Council In The World. California State Department of Education, 1979.

Meeting With The School Committee

The TBE regulations require the PAC to meet with the school committee to participate in the planning, development and evaluation of the TBE program. The PAC should prepare for the meeting carefully. The meeting provides an opportunity for the PAC to officially express the concerns and needs of bilingual children and parents.

WHAT RESOURCES WILL BE USEFUL?

The resources and contacts that the PAC has been developing since its establishment will all be useful at this stage. A reminder list of important resources follows:

- Local agencies concerned with citizen issues;
- Local agencies concerned with bilingual education, and educational equity;
- Local newspapers;
- Local radio stations;
- Local TV stations (especially cable); and
- The PAC budget.

WHAT PROBLEMS CAN BE EXPECTED?

The experience of TBE PAC's in Massachusetts suggests that the following problems often occur at this level of development.

1. Membership turnover. Membership turnover means that members join and leave the PAC frequently. Because TBE programs are transitional, with children entering and leaving the program frequently, parent membership turnover has been an especially difficult problem for bilingual PAC's. Membership turnover is one of the major obstacles to institutionalization. While there are no absolute solutions, the following ideas may help to alleviate the problem.

- Establish by-laws which allow and encourage officers and representatives to work with the PAC for several years.
- Provide training to new members as a regular part of each year's PAC program.
- Officers and representatives can work with new members to share their experiences.

2. It is difficult for parents to join the annual review team. The PAC should make every effort to appoint one of its members to sit on the annual review committee. This is often difficult to do because parents' work schedules and child care responsibilities allow little time during school hours for this kind of activity. If no member of the PAC is available for this work, the PAC should still be kept informed of review plans and results.

An innovative idea practiced in New Bedford is to appoint a high school student as the PAC's representative to the annual review committee.

WHAT HAS HELPED OTHER PACS TO BE SUCCESSFUL AT THIS LEVEL?

All the skills that parents have been learning contribute to the increasing success and effectiveness of the PAC. Some that are especially important at this level of development are:

- Strong development at previous stages;
- Well established support network in the community and with the school system;
- Realistic goals and realistic plans for achieving them.
- Training for new members; and
- Successful use of media resources.

ADDITIONAL RESOURCES

Planning

Facts For A Change: Citizen Action Research for Better Schools. Bill Burges. 1979, second printing, 125 pp. Fact-finding becomes community action when the people most affected define the issues, get the facts, and act for a change. Facts For A Change shows citizens groups how to get the facts they need to create dialogue and make proposals about important issues. An ideal text for action-oriented urban affairs or civic education classes at the secondary and post-secondary levels. ($5.00). Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215

Modelog: A Catalogue of Comprehensive Educational Planning Models. Trenton, N.J.: New Jersey Department of Education, Division of Research, Planning and Evaluation, 1975. Modelog is intended to be a catalog for educational planning. It is one of the most useful resources a school/community council concerned with educational planning could find. It describes materials and processed related to goal setting procedures, assessment procedures, guidelines for program selection, evaluating program effectiveness, and evaluating program efficiency.

Planning, Conducting and Evaluating Workshops: A Practitioner's Guide to Adult Education. Larry Nolan Davis. A step by step guide to planning, conducting, and evaluating workshops. Designed specifically for the adult learner. Available from:

Learning Concepts
2501 N. Lamar
Austin, Texas 78705
(512) 474-6911

Words, Pictures, Media: Communication in Educational Politics. Lloyd Prentice, 1979, second printing, 91 pp. Tells how to move beyond a fact-finding and communication to develop a public information campaign. Combines a systematic outline of media strategy with specific "how-to" tips on fundraising, writing press releases, preparing a slide-tape presentation, budgeting, and evaluating communications efforts. ($4.00). Available from:

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215
617 - 353-3309

Guide to Non-English Language Print Media. Joshua Fishman. Almost 800 periodicals, such as magazines and newspapers, written for ethnic communities and either totally or partly published in languages other than English (excluding organizational publications whose availability is restricted to members). The entries include the name of the periodical, address, language, and any of the following information that is available: circulation, frequency of issue, and contact person. The published directory also contains indexes to publications, locations and languages. 80 pp. ($7.50). Available from:

National Clearinghouse for Bilingual Education
1300 Wilson Boulevard, Suite B2-11
Rosslyn, Virginia 22209

Guide to Non-English-Language Broadcasting. Joshua Fishman. More than 1,400 radio and television stations that broadcast in languages other than English for any amount of time. The records include the name of the station, address, program length by language, wattage, languages, and contact person, when available. The published directory will also contain indexes to stations, locations, and languages. Approximately 160 pages. ($147.50). Available from:

National Clearinghouse for Bilingual Education
1300 Wilson Boulevard, Suite B2-11
Rosslyn, Virginia 22009

Chapter 5

The Local PAC

This chapter is designed to be a working resource guide for the local community. The lists in this section provide suggestions for valuable resources in the community. The PAC can expand these suggestions to fit the specific needs of the group. Items included in this section are:

- Listing of PAC officers and representatives;
- Listing of PAC committees and committee members;
- Listing of active parents;
- Listing of parents to be contacted;
- School district directory;
- Schools with bilingual programs;
- Local churches;
- Local social service agencies;
- School year planning calendar; and
- Monthly planning calendar.

PAC OFFICERS AND REPRESENTATIVES

NAME	ADDRESS	PHONE
Chairperson or President		
_____	_____	_____
Assistant Chairperson		
_____	_____	_____
Secretary		
_____	_____	_____
Other Officers		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Representatives		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PAC COMMITTEES AND MEMBERS

Name of Coinmittee _____

NAME	ADDRESS	PHONE
Chairperson		
_____	_____	_____
Members		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____

Name of Committee _____

NAME	ADDRESS	PHONE
Chairperson		
_____	_____	_____
Members		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ACTIVE PARENTS

NAME	ADDRESS	PHONE

PARENTS TO BE CONTACTED

NAME	ADDRESS	PHONE

SCHOOL DISTRICT DIRECTORY

	ADDRESS	PHONE
Superintendent		
_____	_____	_____
Assistant Superintendent		
_____	_____	_____
Bilingual Program Director		
_____	_____	_____
PAC Coordinator		
_____	_____	_____
Others		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

SCHOOLS WITH BILINGUAL PROGRAMS

Name of School _____

Address _____

Principal's Name _____

School phone number _____

Names of bilingual teachers	Grade or subject	Room no.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name of School _____

Address _____

Principal's Name _____

School phone number _____

Names of bilingual teachers	Grade or subject	Room no.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

LOCAL CHURCHES

Name of Church _____

Address _____

Name of priest, minister, or rabbi _____

Phone number _____

Services offered _____

_____

_____

_____

Name of Church _____

Address _____

Name of priest, minister, or rabbi _____

Phone number _____

Services offered _____

_____

_____

_____

_____

Name of Church _____

Address _____

Name of priest, minister, or rabbi _____

Phone number _____

Services offered _____

_____

_____

_____

LOCAL SOCIAL SERVICE AGENCIES

Agency name _____

Agency purpose _____

Address _____

Phone _____

Services offered _____

_____

_____

Director _____

Staff members _____

_____

_____

_____

Agency name _____

Agency purpose _____

Address _____

Phone _____

Services offered _____

_____

_____

Director _____

Staff members _____

_____

SCHOOL YEAR PLANNING CALENDAR

July	August	September
- - - - - Summer Planning - - - - -		Classes begin
October	**November**	**December**
Letter of intent submitted to PAC by Oct. 1	Letter of intent submitted to school board by Nov. 1	Letter of intent submitted to State TBE Bureau by Dec.1
January	**February**	**March**
Program plan submitted to PAC by Jan. 31	Program plan submitted to school board by Feb. 28	Program plan submitted to State TBE Bureau by Mar. 31
April	**May**	**June**

Annual Review - Date varies with each school district, usually in Spring
Annual Meeting with the School Committee - Date varies

MONTHLY PLANNING CALENDAR

Month of _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

NOTES

Appendices

APPENDIX A: NATIONAL RESOURCE ORGANIZATIONS

The organizations listed offer a wide range of services to individuals and citizen groups. A general description of each is provided. Each organization can provide additional information about the services available.

American Civil Liberties Union (ACLU)
22 East 40th Street
New York, NY 10016; (212) 725-1222

Committed to the protection of civil liberties, through legal assistance and public information. Affiliates, located in most states, screen requests for legal help involving civil liberties issues. Selects test cases important in establishing the rights of a group of people — for example, student rights. Affiliates maintain speakers' bureau, provide education programs for students and parents. Publishes handbooks and pamphlets on legal issues, including student rights. Publications available at low cost.

American Federation of Teachers (AFT)
11 Dupont Circle, N.W.
Washington, D.C. 20036; (202) 797-4400

One of two major national teacher's unions. Provides research, information and legal services to a network of state and local teachers' unions. Provides information on legislation and lobbies for interests of teachers at state and national levels. Sponsors conferences and annual convention. Publishes monthly journal, newsletters and pamphlets.

American Montessori Society
150 Fifth Avenue
New York, NY 10011; (212) 924-3209

Promotes better education for children through teaching strategies consistent with Montessori system and incorporation of this approach into American education (at present about 400 schools in U.S.). Approves teacher training courses, maintains Materials Center, conducts consultation service for member schools, sponsors regional workshops. Interested in developing Montessori classes in inner city communities and schools. Publications for teachers, parents, and administrators.

Asian Law Caucus, Inc.
1322 Webster Street, Suite 210
Oakland, CA 94612; (415) 835-1474

Provides legal service and assistance to Asian American grassroots groups. Has served a hotel tenants' association, Chinatown neighborhood groups and coalitions.

Aspira of America, Inc.
1201 Connecticut Avenue, N.W. #400
Washington, D.C. 20036; (202) 223-6230

A self-help education agency for the Puerto Rican community. Offers counselling and leadership development programs, assists in research, fund raising, lobbying, parent participation in education. Five local affiliates (Puerto Rico, Pennsylvania, New York, New Jersey and Illinois) and 23,000 school-based youth clubs. Newsletter.

Bi-Language Services
403 Executive Center Boulevard
El Paso,TX 79902; (915) 544-8300

Specializes in language instruction, provides technical assistance to teachers and parents interested in bilingual education and programs. Workshops, survival culture (for non-English speakers), cultural awareness. Also trains police officers working in Spanish-speaking communities.

Children's Defense Fund
1620 New Hampshire Avenue
Washington, D.C. 20036; (202) 483-1470

Provides long-range and systematic advocacy of institutional reforms and changes in policy affecting children. Current issues: education-excluded or misclassified children, comprehensive child development services. Action: litigation, research, Federal policy monitoring, negotiation and public information. Maintains Children's Public Policy Network (call toll free: 800-424-9602). Gives information and technical assistance to community groups and assistance with P.L. 94-142 and Section 504. Advocacy handbook and publications available on children's health, civil rights, child care and special education.

Ethnic Heritage Studies Clearinghouse
Social Science Education Consortium
855 Broadway
Boulder, CO 80302; (303) 492-8154

Provides information on multiethnic materials, teacher training models, and materials on specific ethnic groups. Services available to teachers, supervisors, administrators, and community groups. Maintains bibliographies, catalogs and analyses of projects and materials funded by Title IX. Offers consultant services and technical assistance on multiethnic education.

Federal Education Project of the Lawyers' Committee for Civil Rights Under the Law
733 15th Street, N.W., Suite 520
Washington, D.C. 20005; (202) 628-6700

Promotes citizen participation in Federal, state and local education programs. Seeks legal enforcement and sensible administration of Title I, vocational education, and anti-discrimination laws. Monitors administrations, advises citizens, offers free litigation. Has served community, civil rights and ethnic groups. Handbooks, newsletter.

Home and School Institute, Inc.
c/o Trinity College
Washington, D.C. 20017; (202) 466-3633

Develops working partnerships between families and community support systems. With human service agencies and schools, designs staff training and special family curricula such as Project Help (a home-based learning program), services to children with handicaps, Chapter I training. With families, works to strengthen parenting and improve family health and well being. Publications on home learning techniques. (Send stamped, self-addressed envelope with request for information.)

Information Systems Development
1100 East 8th Street
Austin, TX 78702; (512) 477-1604

Researches bilingual education, non-sexist and minority curricula. Offers library services to minorities; maintains talent bank of Chicana and Chicano educators in Austin. Currently developing bibliography for parent participation in children's education.

Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, TX 78228; (512) 684-8180

Committed to equal educational opportunities for all children, the association researches curriculum and materials development, disseminates information, and offers training and technical assistance in the areas of bilingual and multicultural education. Works with school districts, community and parent organizations. Publications, newsletter.

League of Women Voters of the United States, Education Fund
1730 M Street, N.W.
Washington, D.C. 20036; (202) 296-1770

Offers information on school desegregation, Federal civil rights statutes on race and sex discrimination in education, Chapter I, vocational education, school financing. Information exchange with other organizations through national-level coalitions. Works with general public, organizations on school desegregation, and national associations including its own 1350 state and local chapters. Pamphlets on current public policy issues; free catalogue.

Legal Services Corporation
733 15th Street, N.W.
Washington, D.C. 20005; (202) 376-5100

Supports the poor in civil matters by providing financial support. Trains lawyers and legal service workers; maintains clearinghouse, researches, offers technical assistance aimed at service programs and grants for high quality; legal services to the poor.

Minority Legislative Education Program (MLEP)
2030 M Street, N.W., 3rd Floor
Washington, D.C. 20036; (202) 833-1200 x211

An affiliate of Common Cause, MLEP increased the influence of minorities and the poor on state and Federal decision making, primarily by teaching lobbying skills to minority and community organizations. Offers advocacy leadership training courses, some internships for minority college graduates.

National Alternative Schools Program
School of Education
University of Massachusetts
Amherst, MA 01003; (413) 545-0941

Advocates development and support of public alternative schools and options in public education. Maintains resource center, provides advocacy, information, conferences; supports community-run schools. Publications and newspaper. Has served magnet systems, parents, students, teachers, schools.

National Association for the Advancement of Colored People (NAACP)
1790 Broadway
New York, NY 10019; (212) 245-2100

Works on issues concerning Blacks --housing, education, employment and economic development. Seven regional offices and many local chapters. National education program staff provides information and workshops for regional and state conferences. Local chapters have education committees with information and advocacy on local issues. Legal staff handles complaints on all issues, provides services in selected school desegregation and students' rights cases. Publications.

National Association for Asian American and Pacific Education
Post Office Box 3487
Seattle, WA 98114; (205) 593-6980

Seeks to improve educational quality and opportunities for Americans of Asian and Pacific Island descent. Researchers and advocates employment opportunities and Title VII (Bilingual Education Act). Provides resources and information on bilingual and multicultural education; sponsored first National Conference on Asian and Pacific American Education.

National Association for Child Development and Education
500 12th Street, S.W., Suite 810
Washington, D.C. 20024; (202) 484-0140

Works on quality of child care; represents child care service providers. Attempts to preserve the variety of child care delivery systems rather than have them assigned only to public schools. Offers guidance on quality cost-effective services. Two periodicals.

National Committee for Citizens in Education
Wilde Lake Village Green, Suite 410
Columbia, MD 210444; (301) 997-9300

Seeks to involve parents and citizens in the decision making process of public schools through training at local level. Citizens' Training Institutes and Parents' Network. Information sharing with affiliates. Interested in school site management, collective bargaining, parent and student rights. Handbooks, other publications, films.

National Education Association (NEA)
1201 16th Street, N.W.
Washington, D.C. 20036; (202) 833-4135

Major teachers' organization providing information on bilingual education, desegregation, affirmative action, and other issues affecting teachers and students. Services for members include training sessions, counseling and technical assistance.

National Council of La Raza
1725 Eye Street, N.W., Suite 210
Washington, D.C. 20006; (202) 659-1251

Seeks to improve the well-being of the Hispanic community. Technical assistance provided in employment, rural development. Information on pending legislation relevant to Hispanic community-based organizations. Has served local Hispanic organizations, small towns with Hispanic officials and/or large Hispanic populations.

National Organization of Scholars of Asian Descent
1059 Iiwi Street
Honolulu, HI 96816; (808) 737-3222

Works to improve quality of life and to unite Asian scholars of different ethnic backgrounds by researching and taking action toward increased awareness of cultural heritage. Facilitates communication and cooperation between scholars of Asian descent and the outside community. A new organization, it seeks to identify its concerns and develop national membership and affiliated organizations.

National Parent-Teacher Association (PTA)
700 North Rush Street
Chicago, IL 60611; (312) 787-0977

Advocates for children and youth, influences public policy and opinion to unite home, school and community on behalf of children and youth. Concerned with collective bargaining, parenting, declining enrollments, absenteeism, and accountability. Projects include: television violence and comprehensive school-community health education, participation in a coalition working against tuition tax credits and supporting public education. Publications, newsletters.

National School Volunteer Program
300 North Washington Street
Alexandria, VA 22314; (202) 836-4880

Promotes the creative involvement of school volunteers, seeks to create a partnership between educators and citizens through organized school volunteer service programs. Also concerned with broadening community support for education, desegregation, business/education cooperation, expanding opportunities for older Americans, handicapped education, national and regional conferences, publication, annotated bibliographies of school volunteer materials, monthly newsletters.

National Urban League (NUL)
500 East 62nd Street
New York, NY 10021; (212) 644-6500

Involved in a national youth employment program, labor affairs, advocacy for minority and aged, business and career development, research, alternative methods of education. Over 100 state and local NUL affiliates. Newsletters, periodicals, other publications, available through Communications Department, 733 15th Street, N.W., Washington, D.C. 20005.

Parents as Resources Leadership Training Foundation
464 Central
Northfield, IL 60093; (312) 441-5617

Aims to further positive parent/child relationships, helps parents in their role as early educators by offering training programs for parents, leadership training, training package for community-home visitors, lectures, demonstrations, syndicated column, television series in Chicago. Currently seeks to establish local Parent Resource Centers. Publishes magazines, newspapers. Consulting service at no cost.

Puerto Rican Legal Defense and Education Fund, Inc.
95 Madison Avenue
New York, NY 10016; (212) 532-8470

Formed to bring class-action lawsuits to benefit large groups. Focuses on civil rights of the Puerto Rican community. Concerned with bilingual education, employment, housing, community education. Honors Fellows Program trains attorneys to work in Federal Court and class-action litigation on behalf of Hispanics and others. Quarterly tabloid.

Responsive Education Program Follow-Through
Far West Laboratory for Education Research and Development
1855 Folsom
San Francisco, CA 04103; (415) 565-3171

Provides staff development for Follow-Through teachers' assistants, paraprofessionals and parent groups. Provides skills for teaching kindergarten through third grade children. Also has training and workshops in parental decision making and involvement.

APPENDIX B: NATIONAL BILINGUAL EDUCATION ORGANIZATIONS

The organizations listed below provide information and services directly related to bilingual education.

National Clearinghouse for Bilingual Education
1300 Wilson Boulevard, Suite 302
Rosslyn, Virginia 22209
(800) 336-4560 (Toll free)

Provides information on bilingual education laws, programs, materials and activities. Has developed network of Materials Development Centers and Training Resource Centers, all funded under Title VII. Pamphlets, brochures, monthly newsletters.

National Association for Bilingual Education - NABE
1201 16th Street, N.W., Room 405
Washington, D.C. 20036
(202) 833-4271

NABE is a professional association which supports educational programs for bilingual children. The organization publishes a quarterly journal and a newsletters, NABE News. Membership includes subscription to both the journal and newsletter. Among the ten special interest groups (SIG's) of the association is a Parent and Community Involvement group.

The centers listed below form a network of bilingual education support centers funded by Title VII. Those starred are located in New England, and primarily serve the Northeastern geographic area.

Evaluation, Dissemination, and Assessment Centers

California State University at Los Angeles
5151 State University Drive
Los Angeles, California 90032
(213) 224-3676

* Lesley College
49 Washington Avenue
Cambridge, Massachusetts 02140
(617) 492-0505

Dallas Independent School District
3700 Ross Avenue, Box 103
Dallas, Texas 75204
(214) 742-5991

Bilingual Education Multifunctional Service Centers

Arizona State University
Dixie Gammage Building, Room 258
Tempe, Arizona 85281
(602) 965-5688

Babel, Inc.
255 East 14th Street
Oakland, California 94606
(415) 451-0511

California State University (Cross Cultural Resource Center)
Department of Anthropology TKK
600 J Street
Sacramento, California 95819
(916) 454-6236

San Diego State University
6363 Alvarado Court, Suite 200
San Diego, California 92120
(714) 265-5193

Bilinguals Unified for Educational Opportunities (BUENO)
Education Building Campus Box 249
University of Colorado
Boulder, Colorado 80309
(303) 492-5416

Georgetown University Bilingual Education Service Center
D.C. Transit Building, Suite 376
3520 Prospect Street, N.W.
Washington, D.C. 20007
(202) 625-3540

South Atlantic Bilingual Education Service (SABES) Center
Florida International University
Bay Vista Campus
North Miami, Florida 33181
(305) 940-5640

Bilingual Education Service Center
500 South Dwyer Avenue
Arlington Heights, Illinois 60005
(312) 870-4100

National Bilingual Education Service Center
University of Southwestern Louisiana
O.K. Allen Hall
Lafayette, Louisiana 70504
(318) 231-6991

American Indian Bilingual Education Center
University of New Mexico
3010 Monte Vista, N.E., Suite 203
Albuquerque, New Mexico 87106
(505) 262-1515

Hunter College - C.W. Post Bilingual Education Service Center
440 East 26th Stree, 8th Floor
New York, New York 10010
(212) 481-5070

Caribbean Bilingual Education Service Center
Avenida Barboas 618
Esquina Mayaguez
Edificio Sunny Isles, 1st Floor
Hato Rey, Puerto Rico 00917
(809) 763-3180

* New England Bilingual Multifunctional Education Center Consortium
345 Blackstone Boulevard
Potter Building
Providence, Rhode Island 02906
(401) 274-9548

* Bilingual Education Multifunctional Service Center at the University of Massachusetts - Amherst
School of Education, Room 207
University of Massachusetts
Amherst, Massachusetts 01003
(617) 545-0091

* Bilingual Education Service Center at the University of Massachusetts - Boston
250 Stuart Street, Room 104
Boston, Massachusetts 02116
(617) 482-8400

Bilingual Resource Center
Education Service Center, Regin XIII
7703 North Lamar Boulevard
Austin, Texas 78752
(512) 458-9131

Region 1, Education Multifunctional Service Center
Rio Grande Border BESC
1900 West Schunior
Edinburg, Texas 78539
(512) 383-5611

Bilingual Education Multifunctional Service Center
Intercultural Development Research Associates
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228
(512) 684-8180

Bilingual Education Multifunctional Service Center for Alaska and the Northwest (BESCAN)
University District Building
1107 N.E. 45th Street, Suite 515
Seattle, Washington 98105
(206) 543-9424

APPENDIX C: MASSACHUSETTS ORGANIZATIONS

Center for Law and Education, Inc.
Gutman Library - 6 Appian Way
Cambridge, Massachusetts 02138
(617) 495-4666

Gives advice and referrals to local legal service agencies regarding such education programs as race and sex discrimination, special education, bilingual-bicultural education, discipline and student rights, competency testing. Works primarily with individuals and groups already being served by a local legal service program, as they are a back-up center to those agencies. Publications and information free to low-income individuals ad groups. Has served education advocacy organizations, parents' groups around the country.

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160
(617) 969-7100

Seeks to further education and social development through curriculum reform and institutional development. Programs addressing desegregation, handicapped, quantitative skills, continuing education, sexism, bilingual education. Publishes guide to its programs, newsletter.

Institute for Responsive Education
605 Commonwealth Avenue
Boston, Massachusetts 02215
(617) 353-3309

Studies and assists citizen participation in educational decision making. Concerned with school-community councils, citizen roles in educational collective bargaining, declining enrollment, Federal and state policies affecting public participation, citizen initiated organizations and research for school improvement. Clearinghouse, research studies, manuals, newsletter on citizen action.

Massachusetts Advisory Council on Bilingual Education
c/o The Bureau of Transitional Bilingual Education
Quincy Center Plaza
1385 Hancock Street
Quincy, Massachusetts 02169
(617) 770-7545

The state advisory council is composed of individuals involved in bilingual education throughout the state. The council functions in a similar manner as a PAC. It provides assistance to the State Bureau of Transitional Bilingual Education.

Massachusetts Advocacy Center
2 Park Square, 7th Floor
Boston, Massachusetts 02116
(617) 357-8431

The Center is a private non-profit public interest organization which is concerned with state human service agencies and their accountability to the public. The organization brings together individuals form a variety of disciplines to address public policy issues in Massachusetts.

Massachusetts Association of Bilingual Education (MABE)
c/o Maria Estela Brisk
Boston University
605 Commonwealth Av
Boston, Massachusetts 02215

The state affiliate of the National Association for Bilingual Education (NABE). Publishes a newsletter and sponsors conferences and informational meetings.

Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824
(617) 256-3985

This Center is concerned with many areas of education. They conduct research with local communities and offer training seminars and workshops. Office for Civil Rights

U.S. Department of Education
Regional Technical Assistance Staff
140 Federal Street
Boston, Massachusetts 02110
(617) 223-4624
(617) 223-111

The Office for Civil Rights (OCR) is responsible for seeing that schools, colleges, museums, rehabilitation agencies and other education institutions receiving money from the Department of Education comply with the landmark laws barring discrimination against students or employees because of their race, color, national origin, sex, handicap, or age. This responsibility includes such services as bilingual instruction for students with limited English skills; admissions, financial aid, health insurance and athletic scholarships for women; auxiliary aides, interpreter services, academic adjustments and barrier removal for deaf, blind and other handicapped persons; and restrictions on the use of age in limiting services.

The OCR Technical Assistance Staff provides reliable compliance related information such as policy interpretations, resource information and referrals, utilizes or recommends innovative techniques, planning or training to consumers, advocates and institutions, and fosters mediation and voluntary resolution of problems faced by consumers, their advocates, and institutions receiving Education Department money.

Project Pride — Title VII
Framingham Public Schools
Roosevelt School - Fay Road
Framingham, Massachusetts 01701
(617) 879-3814

Project PRIDE (Parents as Resources in the Development of Education) is a Title VII program designed to establish a closer relationship between the parent, the child, and the school. It works to develop the communications link between the home and school through a program of training, orientation, and organization of parents.

PUEDO
c/o Project PRIDE
Roosevelt School - Fay Road
Framingham, Massachusetts 01701
(617) 879-3814

PUEDO (Parents United in Education and the Development of Others) is a statewide Hispanic parent organization which seeks to increase the participation of parents in the educational decision making process at the state level. The group seeks to improve communications among all participants at all levels of bilingual education. While the organization currently represents only Spanish-speaking parents, they plan to extend membership to parents of other language groups who represent five or more Massachusetts communities.

APPENDIX D: MASSACHUSETTS DEPARTMENT OF EDUCATION, 1984

Bureau of Transitional Bilingual Education
Quincy Center Plaza
1385 Hancock Street
Quincy, Massachusetts 02169
(617) 770-7545
Ernest Mazzone, Director
Eduardo Carballo, Title VII Director
Normand Dubé, Consultant
Gilman Hébert, Consultant
Barbara Roache, Secretary

Springfield Regional Education Center
88 Massasoit Avenue
West Springfield, Massachusetts 01105
(413) 739-7271
Mary Claffey TBE Specialist

Central Massachusetts Regional Education Center
Beaman Street, Route 140
West Boylston, Massachusetts 01503
(617) 835-6267
Roser Salavert, TBE Specialist

Northeast Regional Education Center
219 North Street
North Reading, Massachusetts 01864
(617) 727-0600
Gretel Clark, TBE Specialist
Arlene Dannenberg, LAU Specialist

Greater Boston Regional Education Center
27 Cedar St
Wellesley, Massachusetts 02181
(617) 431-7825
Rodolfo Rodríguez, TBE Specialist
Marie Eberle, TBE Specialist

Southeast Regional Center
Lakeville State Hospital
Route 105
Lakeville, Massachusetts 02346
(617) 947-3240
Manuel Aguiar, TBE Specialist
Raymond Nogueira, Lau Specialist